# DOCUMENT RESUME

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ABSTRACT

The 13 units outline activities focusing on particular occupations and skills integrated with language arts, mathematics, science, social studies, and other areas. Unit One, for the kindergarten level, contains 11 activities centering on helpers for the home. Unit Two examines restaurant occupations through 10 activities. The six activities in Unit Three revolve around telephone occupations. In Unit Four, the 15 activities examine the construction industry. Unit Five provides 15 activities and centers on the garment industry. Unit Six, with 14 Activities, focuses on plant farming occupations. The eight activities for grade 4 in Unit Seven involve careers in flight. Thirteen activities in Unit Eight review police careers. The 10 activities in Unit Nine examine specific construction occupations (contractor, carpenter, bricklayer, painter, roofer, plumber, electrician) with an examination of homes. Unit Ten with 11 activities and resource list covers manufacturing. Unit Eleven's 11 activities and professional guide for the elementary school examine roadbuilding. The 11 activities in Unit Twelve, transportation, include vocabulary, songs, writing skills, and occupational information. In Unit Thirteen, 10 activities examine special organs of the body. Each lesson is organized under the headings of: behavioral objectives, activities, sources and materials, and evaluation, and some include culminating activities, poems, and games. (JB)

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HELPERS WHO COME

TO

OUR HOME

KINDERGARTEN LEVEL

BY

PEGGY R. PRICE

# career awareness unit

## CAREER AWARENESS OVERALL CONCEPTS

Career Awareness will involve all students in an approach to total education. This approach emphasizes the relation of subject matter to the community outside the school. It also introduces the student to the different career clusters available in the World of Work.

The K-6 concept is two-fold. First, it provides grades K-3 with a career awareness approach to learning. The students will be introduced to the concept of an individual's role and worth as a participating member of a working society. Second, grades 4-6 will continue to emphasize career awareness and will help the students begin to understand the requirements which must be met by each individual in performing a selected task in the World of Work.

Career Awareness for all grades is viewed from all areas of the curriculum. Language arts, math, science, social studies and other areas should all be involved as they are needed and used in the many occupations to which the students will be introduced.

Arthur S. Alford

Arthur S. Alford, Superintendent
Pitt County Schools

# CAREER AWARENESS PROGRAM

## GRADES K-6

## PITT COUNTY SCHOOLS

BETHEL MIDDLE SCHOOL

Carl Toot - Project Director

Bernard Haselrig - School Director

Rachel Welborn - Career Development Specialist

Kent Worthington - Career Development Specialist

Phone: 825-5741

P. O. Box 518

Bethel, North Carolina 27812

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BEHAVIORAL OBJECTIVES:

1. The child will be able to recognize 6 helpers that come to the home.

ACTIVITIES:

1. The children will be allowed to examine books on display about helpers that come to the home.
2. Prepare a flannel display of some helpers who come to the home for children to explore and to work with.
3. Put puzzles on the manipulative table for the children to work with.
4. On a bulletin board place pictures of helpers that come to the home and the transportation they use.
5. Read a book about helpers who come to the house including the Trash collector, T.V. repairman, Milkman, Mailman, and Phone man. After reading the book list other helpers such as the school bus driver, taxi driver, babysitter policeman, fireman, cook, cleaning lady, yard man.
6. Prepare a chart with the names of the helpers listed in activity 5.

SOURCES & MATERIALS:

Bethel Library:
Friendly Helpers Around Town E Hof.
More Friendly Helpers E. Hof.
Community Workers
Flannel Set No. 151
   Trash Collector, Mailman, Milkman,
   General Repairman, Phone man, Taxi driver
Community Helpers
Flannel Set No. 150
   Fireman, Rescue Squad, Milkman, Mailman,
   Fireman, Policeman
Personal File
   Trash Collector, Milkman, Mailman, Fireman,
   Policeman, School Bus Driver, Girl for a babysitter,
   Repairman

More Friendly Helpers E. Hof.
Chart Paper
Magic Marker

EVALUATION:

1. Name some helpers that come to your home.
2. The child will name the helpers when shown the following pictures:
   policeman
   fireman
   mailman
   milkman
   trash collector
   repairman

BEHAVIORAL OBJECTIVES:

2. The child will be able to name 2 of 5 reasons for a policeman going to a home and to recognize a police car.

ACTIVITIES:

1. Begin a discussion with "How does a policeman help us?" Lead the discussion to such instances as bringing home a lost child, investigating a break-in, a robbery, damage done to a home looking for someone, if someone at the home is breaking a law.
2. Read poems about policemen.
3. Show a filmstrip and discuss the reason for the policeman going to the home.
4. Let the children make up a story about policeman going to a home and act out their story through puppets and a police car.
5. Play policeman games; Policeman & Lost Child.

   Five Strong Policeman

6. Make crafts involving the policeman and some of his duties.

   Hat
   Badge
   Nightstick
   Squard Car Dashboard
   Fingerprints

7. Have a policeman come in to explain some of the things he might come to one of the childrens' home for and to answer questions the children have about policemen and their duties. They will be able to see his uniform up close as well as his car. Help the children to understand that the policeman is their friend.
8. Show a film: Policeman Walt Learns His Job.
9. Provide pictures of a policeman and his car for the children and color and save for a booklet on helpers who come to our home.
10. Let children find pictures in magazines of policeman helping others and of police cars. Paste on a chart about policemen.

SOURCES & MATERIALS:

Childcraft Vol. 1
"Like Me" p. 190
"The Proud Policeman" p. 191
"My Policeman" p. 191
The Policeman - SS-46

police puppets
family puppets
box for police car (large)
small box for light
paint
Kindergarten Curriculum Guide. p. 158 p. 172
Paper sack
Cardboard, aluminum foil

SOURCES & MATERIALS:

Newsprint or towel rolls
Paint

2 cartons 13" long
stamp pad

Policeman from the Bethel Police Department

Pitt Co. 649A

Stencil on a policeman and a police car

Magazines
Scissors
Paste
Chart paper

EVALUATION:

1. "Which helper wears a badge?"
2. "Which helper works to protect you and your family?"
3. "Which helper would you call if someone broke into your house?"
4. "Which helper drives a police car?"
5. "Why does a police car have a light on it?"

BEHAVIORAL OBJECTIVES:

3. The child will name the helper they call when they have a fire at home and describe the transportation firemen use.

ACTIVITIES:

1. Have the children tell about times firemen have been to their homes. Help them to understand that a fireman comes to a home not only for a fire but also for such things at getting cats out of trees and checking homes for fire hazzards.
2. Put out a rideable fire truck in the block corner for role play.
3. Show a picture or a fire truck and discuss such things as size, color, shape, a ladder, where the firemen ride, the water tank and the hose.
4. Show a filmstrip on a fire truck.
5. Take a walk down to the local fire station for a closer look at a fire truck. Maybe the children would be allowed a ride.
6. Let the children make a firemen's hat, build a fire station in the block corner, and with chairs for fire truck, dramatize going to a home and putting out a fire.
7. Put the word fire on a chart and let the children find letters to make the word fire from magazines.
8. Play a game about a fireman.
9. Read a book about a fire engine.

SOURCES & MATERIALS

Rideable Fire Truck

Personal file:
   Fire truck

The New Fire Engine - SS-88

Bethel Fire Department
Newsprint
   Fold as for a soldier hat, turn back bull, color and attach numeral
Blocks
Chairs
Steering wheel
hose

Chart paper
Magazines
Paste
Scissors

Kindergarten Curriculum Guide p. 156

No. 9 Little Fire Engine

EVALUATION:

1. "Which helper would you call if there was a fire at your house?"
2. "Who would you call if your cat was high in a tree and you or your family could not get it down?"
3. "Which helper would come to your home and check it for fire hazzards?"
4. What color is a fire truck?
5. "What does a fire truck have on it?"

BEHAVIORAL OBJECTIVES:

4. The child will be able to name 2 duties of their mailman and to name 2 ways in which mailmen travel.

ACTIVITIES:

1. Read a book about a little mailman. Afterwards discuss such things as what he did, how he carried his mail, how he was dressed, how traveled, when he came, where he put the mail, etc.
2. Let the children discuss and compare their mailman with the mailman in the book. Then they can draw pictures and write stories about their mailman including how and when he comes to their home and what he does when he come.
3. Help the children to build a post office, to make a mailman's hat and his bag. They can use these in role play.
4. Let those children who would like to write letters and the "mailman" can pick them up. Talk about what an envelop is and what has to go on the outside of an envelope.
5. Provide pictures of different ways for mailmen to travel. Talk about the difference between travel in the city and in the country of a mailman. Include: walking, car, large truck, small truck, using a cart. etc.
6. Play games about mailmen:
   "The Postman"
   "Mailmen"
   "The Postman"
7. Read a poem; "The Postman"
8. Provide pictures of a mailman and a mail truck for the children to color and save for booklet.

SOURCES & MATERIALS:

Newsprint
Crayons
Magic Marker

Large cardboard box
Newsprint
Paper bag
paint

Writing paper
Envelopes
Pencils
Stamps

Personal File;
Pictures of ways of travel of mailmen.

Kindergarten Curriculum Guide- p. 156, p. 147, p. 158.
Beginner's Bookshelf Favorite poems Old and New p. 249

Stencils of mailman and mail truck

Little Mailman, Bauberry Lane

EVALUATION:

1. "What does the mailman bring when he comes to your house?"
2. "Do you or your family put anything in your mailbox for the mailman?"
3. From a group of articles the child will select those articles that a mailman delivers
4. The child will tell how he receives his mail.
5. The child will explain how his mailman gets to his house.

BEHAVIORAL OBJECTIVES:

5. The child will tell what the milkman brings to some homes and what word is on his truck.

ACTIVITIES:

1. Let some of the children tell about the milkman who comes to their house. Do they see him? Why does he come so early? What does he drive? Does he bring anything other than milk?
2. Provide a picture of a milkman. Discuss what he has in his tray, how he is dressed and his milk truck.
3. Make a milk truck from construction paper. Provide the letters m i l k. Let the children paste them on the truck to make the word milk.
4. Show a filmstrip. Discuss what the milkman in the filmstrip does.
5. Color pictures of the milkman and his truck.

SOURCES & MATERIALS:

Personal file
  milkman

Construction paper
Circles for wheels
Truck pattern
Letters m i l k for each child
"The Milkman" SS-140

Stencils of Milkman and milk truck

EVALUATION:

1. "What does a milkman take to some homes?"
2. "How does a milkman travel?"
3. "What work is on a milk truck?"
4. From a group of pictures of trucks the child will pick the truck the milkman drives.
5. From a group of pictures of articles including foods the child will pick the pictures of those things which a milkman delivers.

BEHAVIORAL OBJECTIVES:

6. The child will explain the duties of a trash collector and why his job is important.

ACTIVITIES:

1. Begin a discussion by asking "Who is a trash collector." Through the conversation establish that a trash collector works in a town, carries a big trash can, he comes around in a truck at your home and take it away. If the trash collector did not work our streets would become filled with trash. Explain that the trash is taken to a dump and burned or covered.
2. From a picture discuss what a trash collector's truck looks like. Explain that when the trash is placed in the truck a lid comes down and squeezes the trash to get as much as possible into the truck.
3. Read a poem
4. When the trash collectors go by the houses near school take the children out to see the men, the truck and the job they do.
5. Let the children pretend to be trash collectors going around collecting trash and putting it in their truck.
6. Color pictures of a trash collector and his truck for booklet.

SOURCES & MATERIALS:

Personal file
Trash collectors truck

"Like Me"
Childcraft Vol. 1 - p. 190

Trash can
Hat
Gloves
Big box for truck
Trash

Stencils of trash collector and truck

EVALUATION:

1. From a group of pictures of helpers the child will choose the trash collector.
2. The child will explain why the trash collector drives a big truck and why the lid comes down after he puts some trash inside.
3. The child will explain what would happen if the trash collectors stopped working.

## BEHAVIORAL OBJECTIVES:

7. The child will explain why a TV repairman sometimes comes to their home.

## ACTIVITIES:

1. Ask if anyone can explain what a repairman is? After a definition is established ask the children what a TV repairman is. Show a picture puzzle of a TV repairman and discuss his dress and his box of tools. Explain that you call a TV repairman when your TV will not work.
2. Let children talk about their favorite TV program and tell about a time a TV repairman came to their home. Did they see what he did? What kind of transportation did he use?
3. Go downtown to the TV repair shop and let the children see the men working on a TV.
4. Read a poem about a TV repairman.
5. Let the children make their own TV. They can draw pictures, cut them from magazines or use comic strips.
6. Color pictures of a TV repairman and his van for helpers booklets.

## SOURCES & MATERIALS:

Puzzel of TV repairman

Poetry Folder

Butcher paper
Square box for each child
Scissors
Paste
Comics
Magazines
Stick

Stencil of TV repairman and his truck.

## EVALUATION:

1. "Who is a TV repairman?"
2. "When do you call a TV repairman?"
3. From a group of pictures of appliances the child will select the one the TV repairman works on.

BEHAVIORAL OBJECTIVES:

8. The child will be able to name 2 of 3 duties of a telephone repairman.

ACTIVITIES:

1. Let those children who have a phone tell who put it in for them.
2. From a picture discuss who a phone repairman is, that he puts in a phone, takes out phones, repairs phones, drives a truck, has tools
3. Let the children make a phone.
4. Let the children make a chart of phones by cutting pictures from magazines of different kinds of homes.
5. Color a picture of phone repairmen and put in helpers booklet.

SOURCES & MATERIALS:

Personal File
Picture of phone repairman and his truck

Tin cans
String
Candle
Ice Pick

Stencil of phone repairman

EVALUATION:

1. The child will tell who to call if the phone is not working or who to get in touch with if he wants a phone
2. The child will name 2 duties of a phone man.
3. From a group of pictures of people performing various duties including those of a phone man the child will select those that show a phone repairman jobs.

BEHAVIORAL OBJECTIVES:

9. The child will be able to tell what he rides to school on and to describe the bus as to color, size, inside appearance and the number of times a day they ride a bus.

ACTIVITIES:

1. Begin with a guessing game. Describe a school bus and see which child will guess what it is from the hints given.
2. Let each child tell about his driver and his school bus. (Here is a good time to discuss proper behavior on a bus.) He can draw a picture of his bus and write a story about his driver.
3. Let the children make a school bus and paint it.
4. Teach the song about the bus and the many things that work and happen on the school bus.
5. Read a poem.
6. Color a picture of a school bus and the driver.

SOURCES & MATERIALS:

Newsprint
Crayons
Magic Marker

Milk Carton
Ice Cream lids
Orange or yellow paint
Paste
"The Wheels of the Bus"

"B's The Bus"
Poetry folder

Stencil of school bus and driver

EVALUATION:

1. From a group of pictures of buses the child will choose the bus like the one he rides to school.
2. The child will explain when the bus comes to his house.
3. When asked the child will tell what color his bus is and if it has many seats or just a few.

BEHAVIORAL OBJECTIVES:

10. The child will name the duties of helpers that come to the home from the following list of helpers: Babysitter, cook, Cleaning lady, gardener.

ACTIVITIES:

1. Discuss other people that come to the home to help the family on a regular basis. Let the children with experience add to the discussion of the following: cook, cleaning lady, babysitter and gardener. Why do we need each and what are their duties.
2. Role play a babysitter, cook, cleaning lady and a gardener.
3. Let the cooks plan and prepare a meal.
4. Discuss the tools a gardener would use and provide some for exploration and use.
5. Discuss the rules a babysitter should follow.
6. From a group of tools the child will sort them into piles of four; 1 for the cook, the cleaning lady, the gardener and the babysitter.

SOURCES & MATERIALS:

Housekeeping Center
Tools of a gardener

Tools used by a cook, cleaning lady, gardener, babysitter.

EVALUATION:

1. The child will tell who his parents would call if they wanted to go off and could not take the baby.
2. The child will match individual pictures of a cook, cleaning lady, gardener and babysitter with individual pictures of tools used by each.
3. When shown a picture of a tool the child will tell which helper uses that tool and for what purpose.

BEHAVIORAL OBJECTIVES:

11. The child will list 5 out of 10 ways that families get to and from their home.

ACTIVITIES:

1. Let the children list ways in which their families travel to and from home. The list should be written on chart paper and include the following:

| | |
|---|---|
| cars (big and little) | Jeeps |
| trucks (big and little) | Tractors. |
| Mini-bikes | |
| Bicycles | |
| walking | |
| taxi | |
| horses | |

2. From magazines cut pictures of the means of travel to and from home from activity 1 and prepare a mural.
3. Let the child draw pictures of ways each member of his family travels to and from home and put it into a booklet.
4. From many pictures of cars and trucks the child can sort them into the 2 categories below;
   Cars Trucks
5. Read poems about differentmeans of travel to and from home.
6. Show a filmstrip

SOURCES & MATERIALS:

Butcher paper
Magazines
Paste
Scissors

Newsprint
Crayons
Stapler

Personal file
"Walking"
"My Bike"
"Motor Cars"
"Taxi"
Illus. Treasury of Ch. Lit.
"My Taxicab" p. 4

Favorite Poems Old and New
"Different Bicycle" p. 116
"Funny The Way Different Cars Start" p. 191
"Stop-Go" p. 193
"Trucks" p. 193
"I'm No Fool with a Bicycle"
HS-10

EVALUATION:

1. From a group of 10 pictures of ways to travel to and from home the child will name 5.
2. From a group of pictures of trains, planes, ships, army tanks, as well as vehicles found at home the child will choose those vehicles used to get to and from home.

CULMINATING ACTIVITIES:

1. Show a film about helpers who come to the home and discuss them.
2. Let the children name as many helpers that come to their home as they can remember from the study of this unit.
3. Play "Which piece is Missing" For example: Show 2 helpers and only 1 vehicle and l t the child tell what is missing or reverse and leave a helper out.
4. Play a game
   What would you ride in if: ... you were a fireman and needed to go to a fire.
   ..wanted to visit someone away from your home.
   ..wanted to go to school.
5. Let the child choose a helper, act out his job and the other children try to guess which helper he is.
6. The teacher gives riddles about certain helpers and the children guess the helper.
7. The children name helpers when shown their pictures.

SOURCES:

"Helpers Who Come To Our Home" Pitt co. 84A

Personal File
   Pictures of helpers and the transportation they use.

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## LIST OF POEMS TO BE USED IN THE UNIT.

### TV REPAIRMAN

When we push the button
And there's nothing there ---
No sound, no picture,
But a blank, bleak stare ---

The repairman comes,
And his heavy black bag
Looks like a doctor's ---
But his suit has a sag.

He looks and listens
And his fingers know
Where tubes come out
And new ones go.

When he pushes the button
There's a sharp, shiny view
Of people living
In a world all new.

They fly, swim, gallop;
They dance and sing.
Instead of nothing
There's everything!

No show on the screen
Can equal the sight
Of skilled hands making
It all come right.

--- Jane Merchant

### TAXI

Ho, for taxi green, or blue,
  Hi for taxi red,
They roll along the Avenue
  Like spools of colored thread!
    Jack-o-Lantern yellow,
    Orange as the moon,
    Greener than the greenest grass
    Ever grew in June.
    Gaily striped or checked in
      squares,
    Wheels that twinkle bright,
    Don't you think that taxi make
    A very pleasant sight?
    Taxi shiny in the rain,
    Scudding through the snow,
    Taxi flashing back the sun
    Waiting in a row.
Ho, for taxi red and green,
  Hi for taxi blue,
I wouldn't be a private car
  In sober black, would you?

--- Rachel Field

### BUS THE BUS

Bus the Bus
The bouncing Bus,
  That bears a shopper store-ward.
It's fun to sit
In back of it
  But seats are better forward.
Although it's big as buildings are
  And looks both bold and grand,
It has to stop obligingly
  If you but raise your hand.

--- Phyllis McGinley

## WALKING

When Daddy
Walks
With Jean and me,
We have a
Lot of fun
'Cause we can't
Walk as fast
As he,
Unless we
Skip and
Run!
I stretch
And stretch
My legs so far,
I nearly slip
And fall ---
But how
Does Daddy
Take such steps?
He doesn't stretch
At all!

---- Grace Ellen Glaubitz

## THE POSTMAN

The whistling postman swings along.
His bag is deep and wide,
And messages from all the world
Are bundled up inside.

The postman's walking up our street.
Soon now he'll ring my bell.
Perhaps there'll be a letter stamped
In Asia. Who can tell?

## DIFFERENT BICYCLES

When I ride my bicycle
I pedal and pedal
Knees up, knees down.
Knees up, knees down.

But when the boy next door
Rides his,
It's whizz---

And away
He's gone
With his
Knees steady-straight
In one place ...
Because---
His bicycle has
A motor fastened on.
--- Dorothy W. Baruch

## MY BIKE

I'm off like lightning! Watch me go
Up the hill, pumping slow,
Then zooming down the other side
Like a roller-coaster ride.

Through the puddles
My bike is a boat;
My wet wheels keep
Me dry while I float.

The sidewalk's my highway
As I whizz along,
Singing a happy
Pedaling song.

--- Bobbe Indgin

## MOTOR CARS

From a city window, way up high,
I like to watch the cars go by
They look like burnished beetles, black,
They leave a little muddy track
Behind them as they slowly crawl.
Sometimes they do not move at all
But huddle close with hum and drone
As though they feared to be alone.
They grope their way through fog and
night
With golden feelers of their light.

--- Rowena Bennett

## STOP-GO

Automobiles
In
a
row
Wait to go
While the signal says:
Stop

Bells ring
Tingaling!
Red light's gone!
Green light's on!
Horns blow!
And the row
Starts
to
Go

--- Dorothy W. Baruch

## FUNNY THE WAY DIFFERENT CARS START

Funny the way
Different cars start.
Some with a chunk and a jerk,
Some with a cough and a puff of smoke
Out of the back,
Some with only a little click---with hardly any noise.

Funny the way
Different cars run.
Some rattle and bang,
Some whirrr,
Some knock and knock.
Some purr
and Hummmm
Smoothly on with hardly any noise.

--- Dorothy W. Baruch

## TRUCKS

Big Trucks for steel beams,
Big trucks for coal,
Rumbling down the broad streets,
Heavily they roll.

Little trucks for groceries,
Little trucks for bread,
Turning into every street,
Rushing on ahead

Big trucks, little trucks,
In never ending lines,
Rumble on and rush ahead
While I read their signs.

--- James S. Tippett

## FIVE STRONG: POLICEMEN

Five strong policemen standing by a
store,
One became a traffic cop, and then
there were four.
Four strong policemen watching over
me,
One took home a little lost boy, and
then there were three.
Three strong policemen dressed all in
blue,
One stopped a speeding car, and now
there are two.
Two strong policemen--how fast they
can run!
One caught a bad man, and now there
is one,
One strong policeman saw some smoke
one day,
He called the fireman who put the
fire out right away.

## MY TAXICAB

One day I made a taxicab
Out of a block of wood.
I gave it wheels and steering gear
and the best top that I could.

My taxicab ran down the hall.
It stopped at every door.
It made me piles of money
Which I spread upon the floor.

It carried passengers all day
Till Father came at night,
And then I put it safely
In the cupboard out of sight.

--- James S. Tippett

# GAMES

## THE POSTMAN

Have available a mail bag of envelopes with the numerals 1 to 13 on the backs. Children stand in a circle. One child, acting as the postman, takes the bag of envelopes, gives each child an envelope and returns to his place. Each child then "mails" his letter, saying the numeral on the envelope as he drops it into the mailbox. Repeat with a new postman.

## THE FIREMAN

All children are numbered from one to four with one child named fire chief. All the children having the same number should be grouped together at one goal line. The fire chief stands on another goal line and calls, "Fire! Fire! Station 1." The group which is called runs to the opposite goal line and back.

## TAXI GAME

Four large taxicabs are made in different colors using any numeral. Four cards are made of each color with the same numerals matching those on the taxicabs. Four children are chosen to be the drivers, and the small cards are passed out to other children in the group. The teacher says, "Will all the children who are going to ride in taxicab number six stand behind their driver?" When all are loaded in their cab, music may be played as the children have a tip-toe run behind their drivers in an imaginary ride.

## MAILMAN

Children form a circle, holding their hands cupped behind them. The "mailman" goes around the circle and puts either a letter or a valentine in the hands of one child, saying, "Is it a letter or Valentine?" If the child guesses correctly, he chases the mailman around the circle.

## THE POSTMAN

Have available a mail bag of envelopes with consonants on the backs. Children stand in a circle. One child, acting as the postman, takes the bag of envelopes, gives each child an envelope and returns to his place. Each child then "mails" his letter, saying the consonant on the envelope as he drops it into the mailbox. Repeat with a new postman.

## POLICEMAN AND THE LOST CHILD

The children stand in a circle with one child (the policeman) in the middle. The teacher says, "I'm looking for a lost child. Have you seen him?" The policeman says, "What does the lost child look like?" The teacher then describes a child who is in the circle. When the policeman recognizes the child he calls out the child's name.

# THE

# RESTAURANT

BY

DIANE N. CHOI

# career awareness unit

# CAREER AWARENESS OVERALL CONCEPTS

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The K-6 concept is two-fold. First, it provides grades K-3 with a career awareness approach to learning. The students will be introduced [illegible] the concept of an individual's role and worth as a participating member of a working society. Second, grades 4-6 will continue to emphasize career awareness and will help the students begin to understand the requirements which must be met by each individual in performing a selected task in the World of Work.

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Arthur S. Alford

Arthur S. Alford, Superintendent
Pitt County Schools

# CAREER AWARENESS PROGRAM

## GRADES K-6

## PITT COUNTY SCHOOLS

BETHEL MIDDLE SCHOOL

Carl Toot - Project Director

Bernard Haselrig - School Director

Rachel Welborn - Career Development Specialist

Kent Worthington - Career Development Specialist

Phone: 825-5741

P. O. Box 518

Bethel, North Carolina 27812

## BEHAVIORAL OBJECTIVES:

Students will identify the three kinds of restaurants.

## ACTIVITIES:

1. Kinds of Restaurants
    a. Students will tour the family style restaurant, a cafeteria and a short order restaurant.
    b. Discuss the childrens experiences of eating in restaurants.
    c. Discuss and write an experience chart about each kind of restaurant.
    d. Find pictures of the different kinds of restaurants.
    e. Children will begin a notebook about the restaurant. They will write one sentence about each kind of restaurant and draw a picture to go with each sentence.

## SOURCES AND MATERIALS:

1. Parkers Bar-B-Q
2. Holiday Inn
3. Shoney's
4. Chart paper and magic markers
5. Magazines and scissors
6. Writing paper and pencils
7. Manila drawing paper

## EVALUATION:

The students will be able to identify the three kinds of restaurants.

BEHAVIORAL OBJECTIVES:

Students will contrast the three kinds of restaurants with the first restaurant in the United States.

ACTIVITIES:

1. Teacher will give the description about the first restaurant.
    a. Opened in Paris in 1765.
    b. In America it opened in the 19th century.
    c. Restaurant is a french word meaning to refresh or restore.
2. Students will write a paragraph about the first restaurant. It will be added to their notebook.

SOURCES AND MATERIALS:

1. Encyclopedia

EVALUATION:

The student will orally give the meaning of the word restaurant.

BEHAVIORAL OBJECTIVES:

Students will be able to name workers who operate restaurants and their duties.

ACTIVITIES:

1. The Restaurant Manager
    a. Invite a restaurant manager to discuss his duties.
    b. Make a chart listing his duties and qualifications.
2. Qualifications of a manager
    a. Directs the work of all the employees
    b. Supervises repair work.
    c. Manager works long hours.
    d. Must be able to meet people.
    e. Most managers have a college education, but not required.
    f. Must be in good physical and emotional health.
    g. Salaries vary with their experience and type of establishment they work for.
3. Children will draw a picture of a restaurant manager.

BEHAVIORAL OBJECTIVES:

Students will be able to name workers who operate restaurants and their duties.

ACTIVITIES:

1. The Dietician, Cook and Chef
2. Take a trip to the school cafeteria to observe workers doing their jobs.
3. List the duties and qualifications of the dietician, cooks and chefs.
    a. The dietician performs food service administrative duties.
    b. Keeps food costs within a budget.
    c. Must be able to deal with public.
    d. Requires college education.
    e. The chef is in direct charge of the kitchen.
    f. Supervises work of the entire staff.
    g. Short order cooks specialize in hamburgers and french fries, etc.
    h. Must pass physical and emotional requirements.
    i. Informal on-the-job training, apprenticeship and trade school education are the three usual methods of learning this job.
    k. Is preferred that chefs have a high school education.
    l. Executive chefs earn as much as $25,000 a year.

SOURCES AND MATERIALS:

1. A Dietician.

EVALUATION:

Children will orally give 50% of the duties and qualifications of the workers.

BEHAVIORAL OBJECTIVES:

Students will be able to name workers who operate restaurants and their duties.

ACTIVITIES:

1. The Butcher and Baker
2. Have an oral discussion about the job of the butcher.
3. List the butcher's duties and qualifications.
    a. Must qualify under local health regulations.
    b. Should have good physical strength (job requires much lifting).
    c. Most butchers learn their trade by starting as a helper.
    d. High school education is preferred.
    e. Salary varies with establishment associated with.
4. List the duties and qualifications of the baker.
    a. Bakers must take special courses, be an apprentice, or learn the trade on the job.
    b. Most are a graduate of high school or a vocational school.
    c. Must pass health examination.
    d. Salary depends on experience and establishment associated with.

SOURCES AND MATERIALS:

1. None

EVALUATION:

Children will give orally the duties and qualifications with 80% accuracy.

BEHAVIORAL OBJECTIVES:

Students will be able to name workers who operate restaurants and their duties.

ACTIVITIES:

1. The Waiter, Waitress and Hostess
2. List the qualifications and duties of the waiter and waitress.
    a. Take orders
    b. Sometimes prepares salads
    c. Must have a pleasant disposition.
    d. Refills water glasses, coffee cups, etc.
    e. Presents check to customer at the end of the meal
    f. Must have a good memory for orders
    g. Can learn their work on the job
    h. No educational requirements
    i. Large part of income is made-up of tips
    j. Refills napkin holders, sugar bowls, salt and pepper shakers, ketchup and mustard containers
    k. Girls must wear hair nets
3. Make waitress aprons and caps.
4. Make place mats out of unbleached muslin
5. Teacher will demonstrate proper way to set a table. Let children take turns role playing.
6. Read stories I WANT TO BE A WAITRESS and I WANT TO BE A WAITER.
7. Set up a center with utencils necessary to properly set a table. Let the children role play being a waiter, waitress or a customer.

SOURCES AND MATERIALS:

1. Cloth, scissors, thread and unbleached muslin
2. Knives, forks, spoons, plates, cups, napkins, salt and pepper shakers, sugar bowl and creamer.

EVALUATION:

Children will demonstrate how to properly set a table.

BEHAVIORAL OBJECTIVES:

Students will be able to name workers who operates restaurants and their duties.

ACTIVITIES:

1. The Hostess and Cashier
2. Discuss the duties and qualifications of the hostess.
    a. Takes reservations
    b. Seats the customers
    c. Sometimes checks their coats and hats
    d. Must be courteous
    e. Does not require a high school education
3. The cashier accepts the customers pay for the meal. She must be honest, quick, and accurate. She sells candy, gum, cigars, and cigarettes. Does not require a high school education.

SOURCES AND MATERIALS:

None

EVALUATION:

Children will give orally the duties and qualifications of the hostess and cashier.

## BEHAVIORAL OBJECTIVES:

Students will be able to name workers who operates restaurants and their duties.

## ACTIVITIES:

1. The Bus Boy, Custodian and Dishwasher
2. List qualifications of the custodian.
    a. Cleans up the restaurant and empties the garbage cans. Does not have to have much education. Needs a health certificate.
3. List qualifications of the dishwasher.
    a. Cleans the dishes. Little education required. Needs a health certificate.
4. List qualifications of the bus boy.
    a. Assists the waiter and cleans the tables. Does not need a high school education.
5. Make tie dye table cloths.
6. Role play the duties of the bus boy, custodian and dishwasher.

## SOURCES AND MATERIALS:

1. Plastic dish pans
2. Old sheets and dye
3. Clothes pins
4. Soap powder, play dishes, broom and mop

## EVALUATION:

Children will give orally the duties and qualifications by playing game Who Am I.

BEHAVIORAL OBJECTIVES:

Children will be able to dramatize the role of each worker in a restaurant.

ACTIVITIES:

1. Children will plan a play about the restaurant. Each child will role play a different worker.
   - a. Plan a balanced menu. Discuss the basic food groups. Make chart for the classroom.
   - b. Role play - restaurant manager, dietician, cooks, chef, baker, butcher, waitress, hostess, cashier, bus boy, custodian, and dishwasher.
   - c. Make table decorations - flowers and paper machè vases.

SOURCES AND MATERIALS:

1. Cash register, play money, construction paper and dishes
2. Pencils, pads, basic four food group
3. Pipe cleaners, egg carton, juice cans, wheat paste and tempera paint

EVALUATION:

The teacher will observe the students role playing the various restaurant workers.

BEHAVIORAL OBJECTIVES:

Students will be able to match the pictures of the restaurant workers with their respective titles with 80% accuracy.

ACTIVITIES:

1. Cut out pictures of restaurant workers.

2. Make word cards to match the pictures of the workers.

SOURCES AND MATERIALS:

1. Catalogues and magazines

2. Paste, scissors and cardboard

EVALUATION:

Matching pictures with word cards with 80% accuracy. Student will write down a name of a worker after the brief description has been read.

VOCABULARY

RESTAURANT
CAFETERIA
MEAL
WORKERS
EAT
HELPERS
FOOD
MANAGER
MENU
COOK
DIETICIAN
CHEF

BAKER
BUTCHER
WAITER
WAITRESS
HOSTESS
KETCHUP
MUSTARD
RESERVATION
CASHIER
CUSTOMER
CUSTODIAN
DISHWASHER
SHORT ORDER COOK
CHILDREN

DUTIES
HAIR NETS
APRON
PUBLIC
HEALTH
NAPKINS
SUGAR
TABLE
CHAIR
CLEAN
PLACE MATS
CAP

CE003737

THE
TELEPHONE

BY

DIANE N. CHOI

# career awareness unit

# CAREER AWARENESS OVERALL CONCEPTS

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BEHAVIORAL OBJECTIVES:

The student will describe the development of our telephone as a means of communication.

ACTIVITIES:

1. Early means of communication.
2. Discuss the way the early American Indians communicated.
   a. By smoke signals
3. Discuss why they communicated this way.
   a. There were no cars, trains, or airplanes
   b. They had fires to cook with
4. Discuss the way people in Africa communicated and some who still do.
   a. By beating on drums
   b. Sometimes this was done by hand, sometimes with a special stick
5. Make two drums similar to those used.
6. Discuss the fact that some earlier people sent messages by seashells or horn. Point out the importance of their knowing what each blast on the shell stood for.
7. Demonstrate the way seashells or horns could have been used.
8. Make a code chart of blasts: example, 2 short blast, "Help"; [illegible] long blast, "Dinner's ready".
9. Point out how inadequate this is. Not knowing what kind of help is needed, etc.
10. Discuss how the mail service is a means of communication.
    a. Point out how this takes time and many things can happen before the person to whom the letter is addressed receives it.
    b. Point out that even though mail can travel by air, it still takes at least two days in reaching its destination.
11. Discuss how faster means of physical mobility (rail travel) demanded more immediate means of personal communication.
    a. When men began to understand electricity more, they found out how to send messages along wires by using electricity. This instrument was called a telegraph.

b. A code was invented for this to be accomplished. It is called the Morse Code.

c. Demonstrate with a toy snapper how this could work. (This will illustrate the sound only. A real one makes dots and dashes on a paper on the receiving end.)

d. This became inadequate because it was not very personal and during bad weather the wires would not always work correctly.

e. Make an electro-magnet. This is the principle which caused the telegraph to work.

f. Explain that a real telegraph works like an electric light switch. The current is always there, but by pulling the switch, the electric connection is made. Holding the lever down for a very short length of time creates a dot, for a longer length of time creates a dash.

12. Because of faster means of transportation, a better and more personal means of communicating over great distances was needed.

13. Alexander Graham Bell, a scientist and inventor developed the first telephone in October, 1876.

    a. This worked through sound vibrations

    b. Demonstrate this by having the children put their hands on the sides of the air conditioner. They feel movement because of the sound the air conditioner makes. (Elicit other ways this principle works.

    c. Discuss that this is the way a telephone works - transmission of sound vibrations by electricity.

14. Discuss earlier telephones.

    a. The earliest were simple speaking tubes.

        (1) Demonstrate this by using a long cylinder.
        (2) They were for only short distances.
        (3) The real telephone worked by vibrations, but this type was not for long distances.
        (4) Make a tin can and string telephone

15. Define "telephone".

    a. This word comes from two Greek words: "tele" meaning far and "phone" meaning sound.

SOURCES AND MATERIALS:

1. Show filmstrip "Communication".

2. Display pictures of Indians in such activity (encyclopedia or personal file).

3. Display pictures showing this activity; the communication in Africa; (encyclopedia or personal file).

4. Oatmeal boxes, inner tubing, drum sticks, small and short logs.

5. Seashells (large spiral)

6. Display pictures of earliest (pony express) to present means of mailing as the mail trucks, trains and airplanes.

7. Make a chart of some of the simple facets of this code.

8. Toy snapper to demonstrate Morse Code.

9. Obtain from an electrician a small bar of iron, thin insulated wire, electric cells with convenient terminals; needles.

10. Cylinder tubing to demonstrate earlier telephones.

11. Two tin cans and small twine.

EVALUATION:

From a teacher-made display of earliest kinds of communication and the people connected with them, the student will match-up the pairs with 75% accuracy.

The student will be asked: Who invented the modern telephone? The student will respond Alexander Graham Bell.

The student will define "telephone" by saying: It comes from two Greek words "tele" meaning far and "phone" meaning sound.

BEHAVIORAL OBJECTIVES:

The student will identify the careers in telephone communication.

ACTIVITIES:

1. Long Distance Operator.
2. Display picture of telephone operator and identify the picture.
3. The tools or equipment she needs:
    a. Headset - for answering calls
    b. Chair - she sits at her job
    c. Switchboard - board with lights and jacks and plugs
    d. Plug - she puts the plug in the jack when someone calls
4. She has a pleasant voice.
5. She is trained by the telephone company.
6. She asks questions about the call being made.
    a. Your name and number
    b. The city you are calling
    c. The area code of the city you are calling
    d. The person you want to talk to
    e. The number you are calling
7. You dial "O" to get an operator.
8. She connects emergency calls.
9. Role play the telephone operator.

SOURCES AND MATERIALS:

1. Picture of telephone operator.
2. YOUR TELEPHONE AND HOW IT WORKS - Herman and Nina Schneider.
   Library number: 621.386 - Sch

EVALUATION:

None

BEHAVIORAL OBJECTIVES:

The student will identify the careers in telephone communication.

ACTIVITIES:

1. Information Operator.
2. Her job is to give you the number you do not know. This may be for a business or personal number.
3. To reach the information operator you dial 1411.
4. Role play the information operator.

SOURCES AND MATERIALS:

1. Toy telephone

ACTIVITIES:

1. Repair Service Operator.
2. Dial 1611 to report your telephone out of order.
3. Role play the repair service operator.

ACTIVITIES:

1. Telephone Lineman.
2. Identification of lineman.
3. The telephone lineman string telephone wires wrapped together on telephone poles or under city streets.
4. Tools needed by the lineman:
    a. Hard hat
    b. Boots for climbing poles
    c. Tool belt
    d. Gloves
5. Role play the lineman.
6. Observe the lineman at work.

SOURCES AND MATERIALS:

1. Picture of a lineman.
2. CHILDCRAFT Set I, Vol. 10, p. 131
3. Telephone lineman, Jim Keel
4. Chart or child illustration - CHILDCRAFT Set I, Vol. 10, p. 45

ACTIVITIES:

1. Telephone Office Worker.
2. Chart of their jobs.
3. Take orders for new telephones.
4. Take money for bills.
5. Take complaints about telephone service.
6. Take applications for telephone jobs with the company.
7. Role play an office situation.
8. Role play - paying a telephone bill.
9. Visit the office in Bethel where you pay the telephone bill.

SOURCES AND MATERIALS:

1. Chart
2. Walking trip in Bethel.

ACTIVITIES:

1. Telephone Repairman.
2. Display pictures of repairman and truck.
3. His job:
    a. Installs new telephones
    b. Repairs telephones
    c. Moves telephones
    d. Removes telephones

SOURCES AND MATERIALS:

1. Field trip to Telephone Company in Greenville.

EVALUATION:

The student will be able to visually identify pictures of at least three telephone career people and name three of their jobs.

BEHAVIORAL OBJECTIVES:

The student will be able to orally name four different kinds of telephones with 75% accuracy.

ACTIVITIES:

1. Kinds of Telephones
    a. Display pictures of the earliest kinds
2. Telephones of today
3. Wall Phone (Booth/Coin)
    a. Role play making a call. Let someone be the operator
    b. Make chart of phone costs. Compute the cost of call
4. Touch Tone
    a. Used in homes and offices. Push buttons.
    b. Role play using in an office and in a home.
5. Dial Phone
    a. Most common in homes
6. Travel Phones
    a. Car phones
    b. Ship to shore phones
    c. Airplane phones (don't let the children confuse this with radios)
7. Role play using as many telephones as possible. Let the children create their own situations and environments.
8. Make individual labels of the names of all the phones. Have students working in groups of three, with one leader; match the name with the phone.
9. Discuss the fact that telephones come in many shapes and colors, but all work on the same principle.

SOURCES AND MATERIALS:

1. "T" encyclopedia, personal file, THE TELEPHONE, #621.386 by Henry Brinton from the Bethel Primary Library.
2. Coin phone
3. Chart paper

4. Touch tone phone
5. Desk for role playing
6. Dial phone
7. Car phone
8. Display as many colors and types of telephones as obtainable

EVALUATION:

The students will match labels with telephones with 75% accuracy.

A telephone will be shown to a student and he will name it. This will be done with all four, with 75% accuracy.

BEHAVIORAL OBJECTIVES:

The student will show an awareness of telephone communication.

ACTIVITIES:

1. Telephone Manners.
    a. Speak into the mouthpiece
    b. Speak in a normal voice
    c. Replace the receiver after talking
    d. Never let little children play on the telephone
    e. Do not talk too long so other can use the telephone

SOURCES AND MATERIALS:

1. Experience Chart

ACTIVITIES:

1. People use the telephone to:
    a. Give messages to friends
    b. Call a doctor when someone is sick (825-5301)
    c. Talk to people far away
    d. Call the police (825-5481)
    e. Report a fire (825-4421)
    f. Order things from stores

SOURCES AND MATERIALS:

1. Experience Chart

EVALUATION:

The student will use good telephone manners in role playing and name three uses of the telephone.

## VOCABULARY

COMMUNICATION
WALL PHONE
BOOTH
TOUCH TONE
DIAL PHONE
TRAVEL PHONE
AFRICA
SEASHELL
PONY EXPRESS
ELECTRICITY
VIBRATION
MORSE CODE

ELECTRO-MAGNET
TELEGRAPH
INSULATED WIRE
ELECTRIC CELLS
CYLINDER
TRANSMISSION
GREEK
LONG DISTANCE OPERATOR
HEADSET
SWITCHBOARD
PLUG
AREA CODE

INFORMATION OPERATOR
REPAIR SERVICE
TELEPHONE LINEMAN
CABLE
WIRE
HARDHAT
TOOL BELT
GLOVES
REPAIRMAN
TELEPHONE POLE
TELEPHONE RECEIVER
MOUTH PIECE

HOUSES FOR THE
COMMUNITY: CONSTRUCTION

BY

B. C. TERRY

TANYA PORTER

# career awareness unit

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## BEHAVIORAL OBJECTIVES:

At the conclusion of the unit, the student will be able to list in a written exam at least ten workers involved in the construction field.

## ACTIVITIES:

1. Children will cut out pictures of as many workers in the construction field as they can find in books or magazines. These pictures will be compiled into a worker booklet with pictures under worker's name.
2. Given a series of pictures of workers in various fields, children will pick out the construction workers.
3. Read books on this topic and report to class.
4. Children will make models of construction workers from cardboard to show what the workers look like.
5. Workers:
    a. Bricklayer
    b. Electrician
    c. Plasterer
    d. Plumbing
    e. Carpenter
    f. Heating Contractor
    g. Excavator
    h. Lumberman
    i. Architect
    j. Painter
    k. Landscaper

## SOURCES AND MATERIALS:

1. Magazines
2. Scissors
3. Paste
4. Construction Paper
5. Paper Fasteners

6. Books on Topic
7. Cardboard
8. Dromel Saw
9. Paint
10. Magic Markers

EVALUATION:

Evaluate the finished booklet.

Observe to see if children can identify worker.

Children will write in a test the name of a worker when teacher holds up pictures.

Evaluate by checking book reports and oral reports.

Evaluate their work habits during construction and evaluate finished product.

Written test: Name at least ten workers.

BEHAVIORAL OBJECTIVES:

After a study of this unit, the student will be able to spell and define correctly in a written test, at least 75% of the vocabulary words introduced in this unit.

ACTIVITIES:

1. Children will keep a personal vocabulary list and add to them words and definitions as we meet them in our study.
2. Children will make a picture dictionary of our vocabulary words using pictures cut from magazines and paste on construction paper by appropriate word.
3. If pictures are not available children will do original crayon drawings to illustrate words.
4. Spelling bees will be held to help children learn correct spellings of words.
5. Make a wall chart of all vocabulary words.

SOURCES AND MATERIALS:

1. COMMUNITIES AT WORK
2. Magazines
3. Construction paper
4. Paste
5. Scissors
6. Crayons
7. Drawing Paper
8. Paper Fasteners
9. Dictionary

EVALUATION:

Periodically check their personal vocabulary lists.

Check their picture dictionary for correct definitions and pictures.

Evaluate their finished drawings for understanding of meaning of words.

By listening for correct spelling of words during the spelling bees.

Written test each week called out by teacher. Ask for oral definitions.

BEHAVIORAL OBJECTIVES:

Students will be able to describe orally the duties of at least five construction workers.

ACTIVITIES:

1. Have a resource person come to our classroom to describe his duties as a construction worker. (John Pritchard)
2. Children will role play the duties of one worker of their choice.
3. Show appropriate films.
4. Children will read and report on books on this topic.
5. A small group of children will interview our resource person before he speaks to entire class.
6. Children can make models of construction workers out of cardboard. The models will show the workers performing their duties.
7. Make sock puppets for use in acting out duties of workers.
8. Play "Who Am I" game.

SOURCES AND MATERIALS:

1. Films: BUILDING A HOUSE, ELECTRICITY, LET'S BUILD A HOUSE, PIPES IN THE HOUSE
2. Resource person, John Pritchard.
3. Books on Topic
4. Cardboard
5. Paint
6. Magic Markers
7. Dremel Saw

EVALUATION:

Ask questions of children after visit of resource person. Evaluate the questions they ask him.

By teacher observation. Do children understand the duties of the character they portrayed?

Ask questions after film.

Evaluate oral and written book reports.

Observe children during construction and evaluate finished product.

By observation of children acting out roles of workers.

BEHAVIORAL OBJECTIVES:

Students will demonstrate their ability to apply their knowledge of linear measure by using appropriate devices to measure in inches, feet, and yards.

ACTIVITIES:

1. Given different lengths of board, children will use rulers, yardsticks, tape measures and T-squares to measure these boards and compute lengths in inches, feet, and yards.

2. Construct book ends.

3. Build a bird house.

4. Make a birdfeeder.

5. Make a puzzle.

SOURCES AND MATERIALS:

1. Rulers

2. Yardsticks

3. Tape measure

4. T-square

5. Different lengths of board

6. Hammer

7. Nails

8. Saw

EVALUATION:

Evaluate the accuracy of each child's measurement and computation.

Observe to find out if children know how to use measuring instruments. Teach if necessary.

Evaluate the cooperation and attitudes during actual construction and evaluate the finished products.

BEHAVIORAL OBJECTIVES:

Students will demonstrate their enumeration skills throughout the unit by role playing construction workers in which they count bricks, nails, boards, etc.

ACTIVITIES:

1. Children will role play a brickmason as he counts bricks he is to use.
2. Children will role play a carpenter counting nails and boards.
3. Have children role play the contractor welking around a house counting footsteps necessary for each side; have child walk off the classroom.

SOURCES AND MATERIALS:

1. Bricks
2. Lumber

EVALUATION:

Evaluate role playing activities of children to see if they understand how the workers use enumeration skills in their jobs.

BEHAVIORAL OBJECTIVES:

Throughout the unit, the student will demonstrate his skills of paragraphing and punctuation by writing a report in correct form about some phase of construction work.

ACTIVITIES:

1. Teacher will demonstrate and discuss with the children the correct way to research and write a report.
2. Children will choose a topic related to the unit and write a two-paragraph report. Compile these reports into booklet.
3. Children will write personal experience stories in which they tell about times they have seen buildings being built.
4. Children will write their impressions and reactions to resource persons and field trips.
5. Children may make personal experience charts about visits to construction sites.
6. Book reports on books they have read.

SOURCES AND MATERIALS:

1. Encyclopedia
2. Textbook: COMMUNITIES AT WORK
3. Book display - see bibliography
4. Chart paper
5. Resource persons
6. Field Trips to construction sites
7. Construction paper
8. Scissors
9. Brads
10. Paste
11. Stapler

EVALUATION:

Evaluate skills being used in this activity.

BEHAVIORAL OBJECTIVES:

Throughout the unit, the student will demonstrate their knowledge of the correct procedures in introduction by role playing situations in which he introduces persons to the class.

ACTIVITIES:

1. Children will plan and carry out a series of mock introductions. They will practice being the introducer and the person being introduced.

2. A few children will actually introduce resource persons and other visitors to class.

SOURCES AND MATERIALS:

1. Language book

EVALUATION:

Evaluate the introduction procedure used by each child in mock introductions and actual ones.

BEHAVIORAL OBJECTIVES:

In a written exam the children will be able to identify the tools and machinery used in construction of homes and buildings and the function and safe use of each tool or machine.

ACTIVITIES:

1. Give children pictures of tools and machines used in various jobs involved in construction. Have them name the tool or machine and tell its purpose.
2. Have children look for pictures of tools in magazines. Have these pictures compiled into a "tool booklet".
3. Visit a construction site. Have children look for workers using these tools.
4. Call in a tool's salesman to demonstrate and identify tools to class.
5. Have children demonstrate safe use of basic carpentry tools before we do actual construction.
6. Children will demonstrate reading of measuring instruments.

SOURCES AND MATERIALS:

1. Magazines
2. Carpentry tools
3. Auger Bit
4. Drills
5. Brace
6. Hammer
7. Screwdriver
8. File
9. Screws
10. Saws
11. Ruler
12. Try Square
13. Vise

14. Pliers

15. Tinsnips

16. Resource Person

EVALUATION:

Can the children match the picture of a tool with its name and orally tell its purpose?

Written test: Match picture to name of tool.

Evaluate the finished booklet.

By asking questions to find out what children saw and learned.

Ask questions to find out what children learned from visitor.

By teacher observation of safe and correct use of tools.

BEHAVIORAL OBJECTIVES:

By the end of this unit, the student will be able to trace verbally the six steps in the building of a house.

1. Digging foundation
2. Making frame
3. Closing in frame and roof
4. Put in pipes and wires
5. Making floors, wall, doors, and windows
6. Painting inside

ACTIVITIES:

1. Make a field trip to a construction site to watch the building of a house from very beginning.
2. Have children draw pictures to show steps in building of a house. Have children arrange their pictures in correct order and verbally trace steps in process.
3. Children may plan and paint a mural or frieze to tell the story of building a house.
4. Children may plan and build a diorama of a model community; include homes, buildings, bridges, roads, signs, etc.
5. Children may plan and put up a bulletin board showing steps in construction process.

SOURCES AND MATERIALS:

1. Building site
2. Tempera paint
3. Brushes
4. Butcher paper
5. Drawing paper
6. Crayons
7. Cardboard
8. Boxes
9. Magic markers

10. Scissors

11. Glue

12. Construction paper

EVALUATION:

Evaluate the murals when completed.

Evaluate the cooperation planning and understanding shown by children.

By class discussion of what we saw during our visit to construction site.

Evaluate drawings and observe to find out if children can arrange them in sequence.

Written test: Number steps in correct order.

BEHAVIORAL OBJECTIVES:

Throughout the unit, the student will demonstrate his skills of letter-writing formation, spelling, spacing and paragraphing by writing letters of request, invitation, or appreciation.

ACTIVITIES:

1. Children may write a letter of invitation to ask a resource person to speak to our class.
2. Children may write a letter of appreciation to resource persons who visited us.
3. Discuss all criteria for letter-writing and choose best letters to send.
4. Make large form letter.

SOURCES AND MATERIALS:

1. Form letter
2. Paper and pencil
3. Addresses

EVALUATION:

Evaluate and reteach the skills used in this activity.

BEHAVIORAL OBJECTIVES:

At the end of this unit, the student will be able to identify at least five building materials.

1. Lumber
   a. Plywood
   b. Wallboard
2. Stone
   a. Limestone
   b. Sandstone
   c. Granite
   d. Marble
3. Brick
4. Tile
5. Concrete
6. Mortar
7. Plaster
8. Stucco
9. Glass
10. Plastics
11. Steel
12. Aluminum

ACTIVITIES:

1. Discuss early forms of shelter and the materials they were made of - caves, trees.
2. Children will collect samples of building materials for display.
3. Children will identify these materials.
4. Have children consult books to find out how stone is taken from ground and used for building.
5. Plan a walk around school to look for various buildings and tell what materials each was made of.
6. Ask a child to report to class about glass and glass blowing.
7. Have children write to Portland Cement Association and Corning Glass Works for free materials.

8. Show appropriate films.

9. Have several pupils to construct the frame of a skyscraper from an erector set.

10. Children may bring in pictures of steel manufacture especially pouring of hot liquid iron or steel.

11. Have a group do research on aluminum and bring in samples of aluminum objects from home.

SOURCES AND MATERIALS:

1. Magazines

2. Building materials - samples

3. Books

4. Encyclopedias

5. Erector set

6. Lincoln logs

7. Films: Iron - Product of Blast Furnace, Iron Ore

8. Books: LET'S GO TO A STEEL MILL, ALUMINUM FROM WATER

EVALUATION:

By oral discussion and feedback from children.

Written test: Can children write the name of materials when held up by teacher?

Evaluate their written reports.

Can children name the materials they see used in buildings around them.

Evaluate written reports.

Evaluate letter-writing skills.

Ask questions after film.

Observe skills used during construction and evaluate finished product.

Evaluate written reports.

BEHAVIORAL OBJECTIVES:

Throughout the unit, the children will demonstrate their knowledge of how houses have changed from those of long ago and how our homes differ from those of other lands.

ACTIVITIES:

1. Discuss with children how homes of long ago were very different from those we live in today. Include reasons such as available building materials, weather and mobility of people.
2. Discuss with the children how weather and climate in other lands determine the kinds of houses people live in.
3. Children may build a tepee from pipe cleaners and construction paper.
4. Children may use twigs, glue, and construction to build a grass house.
5. Children may use boxes and wheat paste to build an adobe house.
6. Children may use Lincoln logs to build a log cabin.
7. Children may use modeling clay or wheat paste to build an igloo.
8. Have children bring in pictures of houses of long ago or of other lands to put on a bulletin board called, "Houses Are Very Different."

SOURCES AND MATERIALS:

1. Magazines
2. Pipe cleaners
3. Construction paper
4. Elmer's glue
5. Twigs
6. Boxes
7. Flour
8. Salt
9. Water
10. Lincoln logs
11. Modeling clay

EVALUATION:

By class discussion and children's responses to questions.

Observe social skills used in building of houses and evaluate the finished products.

Observe planning and actual construction of bulletin board.

## BEHAVIORAL OBJECTIVES:

By the end of the unit, the children will be able to identify the parts of a building and tell the function of each part.

1. Foundation
2. Frame
3. Columns
4. Roof
5. Pipe, wires
6. Basement

## ACTIVITIES:

1. On a large chart showing the parts of a house, children will be able to label all the parts.
2. Take a field trip to a construction site and have children point out and name all parts of building.
3. Have several children make a model concrete basement in front of class. Use tongue depressors set up in a carton with one side cut out. Pour in molding clay or plaster of paris. When dry, remove boards.
4. Have resource person from utility company to talk to class about wiring and fuse box. Rig up simple fuse box and blow a fuse.
5. Invite a plumber to come and tell about his work.

## SOURCES AND MATERIALS:

1. Chart of house
2. Label of parts
3. Field trip
4. Milk carton
5. Tongue depressors
6. Plaster of paris
7. Resource persons - plumber and electrician

## EVALUATION:

Written test: Children will label parts of a house.

Ask children to point out and name parts of houses under construction.

Observe construction and demonstration of model basement.

Listen to questions the children ask our visitor.

Have class discussion after the visit to review all we learned.

BEHAVIORAL OBJECTIVES:

Throughout the unit, the children will demonstrate their knowledge of the importance of a blueprint in the design and building of a house.

ACTIVITIES:

1. Discuss the function of a blueprint. Show one to children and refer to one in text.

2. Review fact that the floor plan shows size and location of rooms in the house and the position of doors and windows:

3. Ask each child to draw at home a simple floor plan of his house and label each room.

4. Have children bring in pictures of very modern homes to contrast with early American homes. Discuss differences in design and materials.

5. Children might wish to draw a design of a house they would someday like to build.

6. Invite an architect to come and tell about his work.

SOURCES AND MATERIALS:

1. Blueprints

2. Drawing paper

3. Magazines

4. Pictures of homes

5. Crayons

6. Resource Person

EVALUATION:

By class discussion and pupil's answers to oral questions.

Evaluate their drawings. Evaluate original drawings.

By listening to questions children ask and by class discussion afterwards.

BEHAVIORAL OBJECTIVES:

By the end of the unit, the children will be able to identify at least five different kinds of homes.

1. Ranch style
2. Split-level
3. Colonial
4. Apartments
5. One-story flats
6. High-rise
7. Early American
8. Farm homes

ACTIVITIES:

1. Collect pictures of different kinds of houses in the community. These could come from real-estate advertisements. Discuss style, design, and material of each home.
2. Take a walk around the neighborhood and have the children look for homes of each style.
3. Children may do original crayon drawings of the style of home they would like to live in.
4. Children may do posters advertising the sale of different styles of homes.
5. Children may plan and make a model community from cardboard to show where each style of home would most likely be found (in city, suburbs, or country.)

SOURCES AND MATERIALS:

1. Drawing paper
2. Crayons
3. Poster paper
4. Magic markers
5. Real estate
6. Advertisements

7. Cardboard

8. Paint

9. Sand

10. Flowers and assorted materials to decorate model community

EVALUATION:

By class discussion.

Written test: Given a series of pictures of different homes, children will write the name of each style.

Can children pick out homes which are examples of style we have discussed.

Evaluate original drawings.

Evaluate the finished product.

Do children know where each style of home would be found? Observe social skills during construction and evaluate finished product.

# VOCABULARY WORDS

LUMBER
SOD
QUARRY
CRANE
GRANITE
MARBLE
MANUFACTURE
STUCCO
DUG
TILE
CEMENT
BASEMENT
SPACE
MORTAR
PLASTIC

FURNACE
SKYSCRAPER
ALUMINUM
FIREPROOF
RODS
FOUNDATION
COLUMN
POLES
STOVE
SEWER
TRASH
VIEW
RENT
TAXES
ORE

CEC03937.

# CLOTHING:
# THE GARMENT INDUSTRY

BY

B. C. TERRY

TANYA E. PORTER

# career awareness unit

# CAREER AWARENESS OVERALL CONCEPTS

Career Awareness will involve all students in an approach to total education. This approach emphasizes the relation of subject matter to the community outside the school. It also introduces the student to the different career clusters available in the World of Work.

The K-6 concept is two-fold. First, it provides grades K-3 with a career awareness approach to learning. The students will be introduced to the concept of an individual's role and worth as a participating member of a working society. Second, grades 4-6 will continue to emphasize career awareness and will help the students begin to understand the requirements which must be met by each individual in performing a selected task in the World of Work.

Career Awareness for all grades is viewed from all areas of the curriculum. Language arts, math, science, social studies and other areas should all be involved as they are needed and used in the many occupations to which the students will be introduced.

Arthur S. Alford

Arthur S. Alford, Superintendent
Pitt County Schools

# CAREER AWARENESS PROGRAM

GRADES K-6

PITT COUNTY SCHOOLS

BETHEL MIDDLE SCHOOL

Carl Toot - Project Director

Bernard Haselrig - School Director

Rachel Welborn - Career Development Specialist

Kent Worthington - Career Development Specialist

Phone: 825-5741

P. O. Box 518

Bethel, North Carolina 27812

BEHAVIORAL OBJECTIVES:

A. At the end of this unit, the children will be able to name at least five (5) workers involved in the manufacture and selling of clothing.
   1. designer
   2. model
   3. clothing inspector
   4. spongers
   5. clothing makers
      a. spreaders
      b. markers
      c. cutters
      d. sorters
      e. sewing machine operators
      f. pressers
      g. finishers
   6. retail salesman
   7. shipping clerks
   8. wholesalers

ACTIVITIES:

1. Children will cut out pictures of as many workers in the garment industry as they can find. These pictures can be compiled into a worker booklet with picture above workers' title.
2. Given a series of pictures of workers in various fields, children will pick out the garment industry workers.
3. Children may read books on this topic and make a report to class.
4. Make models of workers from cardboard to show what the workers might look like.
5. Make wall chart listing the job titles of workers.
6. Bulletin board with workers drawn and cut out of heavy paper with appropriate job title next to the worker.

SOURCES AND MATERIALS:

magazines
scissors
paste
cardboard
magic markers
Construction paper
paper fasteners
related books (see bibliography)
dromel saw
paint

EVALUATION:

Written test: List 5 workers

Are children able to pick out the garment workers?

Evaluate book reports
Evaluate the finished product

Evaluate the finished product.

BEHAVIORAL OBJECTIVES:

B. After a study of this unit, the student will be able to spell and define correctly in written and oral tests, at least 75% of the vocabulary words introduced.

ACTIVITIES:

1. Children will keep a personal vocabulary list of words to be added to as we discuss the terms.
2. Children may make a picture dictionary of our vocabulary words using pictures cut from magazines to illustrate each word.
3. If pictures are not available, children may do original crayon drawings to illustrate the words.
4. Have a spelling bee or spelling baseball to help children learn correct spelling of words.
5. Vocabulary list:

    cloth bolt
    catalog
    style
    pattern
    material
    garment
    factory
    workroom
    bundles
    wrinkles
    district
    sale
    advertising
    mail-order store
    department store
    clothing shop
    designers
    buyers
    subway

6. Make a wall chart as a class project. This chart will list all vocabulary words.

SOURCES & MATERIALS:

textbook
magazines
construction paper
paste
scissors
crayons
drawing paper
paper fasteners
dictionary
chart paper
magic markers

EVALUATION:

Periodically check vocabulary lists.

Check picture dictionary for correct illustrations

Spelling bee

Written Test: Write the word when called out by teacher

BEHAVIORAL OBJECTIVES:

C. Students will be able to describe orally the duties of at least five (5) workers in the garment industry.

ACTIVITIES:

1. Have a resource person come to our classroom to talk about his job in the garment industry.
2. Children will role-play the duties of one worker of their choice.
3 Show appropriate films (see bibliography)
4. Children may read books on this topic and report to class.
5. A small group of children may interview our resource person before he speaks to entire class.
6. Have class discussion to decide what we want to learn from our visitor.
7. Children may make models of garment worker from cardboard. The models will show the workers performing their duties.
8. Make sock puppets or marionettes of workers.
9. Play the "Who Am I?" Game in which child says duties of worker and others must respond with job title.

SOURCES & MATERIALS:

Films, resources person, book display, cardboard, paint, magic markers, dromel saw, socks, buttons, needles, thread, scraps of material.

EVALUATION:

Evaluate their role-playing.

Ask questions after films to evaluate their understanding

Check book reports.

Evaluate their interview skills

Evaluate the finished product.

BEHAVIORAL OBJECTIVES:

D. Throughout the unit, the student will demonstrate his skills of paragraphing and punctuation by writing in correct form a report on some phase of the garment industry

ACTIVITIES:

1. Have class discussion on correct way to research and write a report.
2 Children may choose their own topic (related to our unit) and write a two-paragraph report from independent research
3 Compile these reports into a class scrapbook
4. Children may write personal experience stories in which they tell about related experiences.
5. Children will write their reactions to resource persons and field trips.
6. Make an experience chart about field trips as a class project.
7 Written book reports.

SOURCES & MATERIALS:

textbook
chart paper
field trip to garment factory
scissors
paste
book display
resource person
construction paper
brads
stapler

EVALUATION:

Evaluate skills and reteach if necessary

Check research reports.

Evaluate finished products.

Grade book reports.

BEHAVIORAL OBJECTIVES:

E. Throughout the unit, the children will demonstrate their knowledge of the correct procedures in making an introduction by role-playing situations in which he introduces persons to the class.

ACTIVITIES:

1. Children will plan and carry out a series of mock introductions in which they practice being the introducer and the person being introduced.
2. Some children will actually introduce our resource persons and other visitors to our class.

SOURCES & MATERIALS:

Language text

EVALUATION:

Evaluate skills and reteach if necessary.

BEHAVIORAL OBJECTIVES:

F. Throughout the study of this unit, the student will demonstrate their knowledge of the machinery and tools used in the garment industry, and the function of each machine.

ACTIVITIES:

1. Show the class pictures of various machines and tools. Have children pick out those used in garment industry, name the machine and tell its purpose.
2. Have children look for pictures of these machines to be compiled into booklet or be part of a display or bulletin board.
3. Visit a garment factory and have children look for these machines in operation and tell its purpose.
4. Have children demonstrate the use of a toy or real sewing machine.
5. Have some children show how a pattern is used to mark cloth to be cut out.

SOURCES & MATERIALS:

magazines
pattern
cloth
scissors
sewing machine
field trip to garment factory
pins

EVALUATION:

Class discussion after field. Ask questions to see what they learned and clear up false ideas.

Evaluate their demonstrations

BEHAVIORAL OBJECTIVES:

G. By the end of this unit, the students will be able to trace verbally the processes involved in manufacturing of clothing.

ACTIVITIES:

1. Make a field trip to a garment factory (Blue Bell) to see garments being made
2. Have children do original drawings of steps in manufacturing of clothing. Ask children to verbally trace steps so we can arrange the drawings in correct order on a bulletin board.
3. Children may plan and paint a mural or frieze to tell the story of the manufacture of clothing.
4. Children may plan and construct a model community showing a dress from the cotton in the field, to the mill, to garment factory, to wholesalers, to retailers, and finally to Sally.

SOURCES & MATERIALS:

field trip to a garment factory
tempera paint
drawing paper
cardboard
magic markers
glue
brushes
butcher paper
crayons
boxes
scissors
construction paper

EVALUATION:

Class discussion to review what we learned

Evaluate their drawings.

Evaluate the finished product and the actual planning and construction.

BEHAVIORAL OBJECTIVES:

H. Throughout the unit, the student will demonstrate his skills of letter writing, formation, spelling, spacing, and paragraphing by writing letters of request, invitation or appreciation.

ACTIVITIES:

1. Discuss with children all criteria for letter writing.
2. Make large form letter and envelope to display.
3. Children may write a letter to invite a resource person to speak to our class.
4. Children will write a letter of appreciation to resource persons who visited us.
5. Show letters to class and let them decide which ones to send.

SOURCES & MATERIALS:

form letter and envelope
paper
pencil

addresses
envelopes
stamps

EVALUATION:

Evaluate all letters and send best ones.

Evaluate the letters and reteach, if necessary, all skills used in this activity.

BEHAVIORAL OBJECTIVES:

I. At the end of this unit, the student will be able to name at least five (5) fabrics which are used to make clothing.

cotton
wool
nylon
felt
silk
leather
dacron
orlon
knits
linen
lace
fur
rubber
rayon

ACTIVITIES:

1. Discuss early kinds of clothing and materials they were made from
2. Name fabrics and have children stand up who are wearing a garment made of that material
3. Think back to Fiber-Fabric unit and remember fabrics we studied.
4. Ask children to bring in samples of various kinds of cloth.
5. Make a chart about these fabrics-where they come from, what they are made of, and how they were made.

| Clothing | What it's Made of | Where Comes From | | | |
|---|---|---|---|---|---|
| | | Plant | Animal | Insect | Other |
| Coat | Wool | | Sheep | | |
| School Dress | Rayon | | | | Wood |
| Shoes | Leather | | Calf | | |
| Sunday Dress | Silk | | | Silk-worm | |

6. Review tanning process learned in fiber-fabric unit.
7. Have children cut out a large picture of a shoe and mount on heavy paper. Write down all materials used:
    cloth (lining)
    wood (heels)
    rubber (heels)
    metals (eyelets)
8. Visit a leather tanning plant or a shoe factory
9. Draw pictures of pioneers in leather clothing or paste on pieces of leather.

EVALUATION:

Ask children to fill in chart, remembering fiber-fabric unit.

Can they label all parts of the shoe and name the materials it's made of.

Class discussion after field trip.

Evaluate their drawings.

BEHAVIORAL OBJECTIVES:

J. Students will demonstrate their ability to use maps and their knowledge of map skills by locating places as we discuss them.

ACTIVITIES:

1. On an outline map of the U.S. show the places where material comes from.
   South - (cotton)
   West - (wool, hides)
   East - (man-made)
2. Collect pictures of people all over the world wearing their distinctive clothing. Locate countries where these people live, discuss climate, and reasons why these people dress as they do.

SOURCES & MATERIALS:

outline map of U.S.
pictures
globe

EVALUATION:

Can the children show all places where materials come from on their individual maps.

BEHAVIORAL OBJECTIVES:

K. Throughout the unit the children will demonstrate their knowledge of how clothing has changed from that of long ago and how our clothing is different from that of other lands.

ACTIVITIES:

1. Talk with the children about early times. Discuss the early settlers and the clothing they wore. Discuss reasons why clothing of long ago was different- materials available, weather, mobility of people.
2. Dress dolls brought from homes or paper dolls cut from magazines in clothing representative of long ago.
3. Do original crayons drawings of people dressed in clothing of long ago.
4. Find pictures or do original drawings of people of other countries dressed in representative clothing. Put these pictures on a map of the country represented.
5. Have children come to school dressed in any costumes of other lands they have or bring dolls dressed in clothing representative of other lands.

EVALUATION:

Evaluate the finished products.

Evaluate their drawings.

BEHAVIORAL OBJECTIVES:

1. Throughout the study of this unit, the children will demonstrate their knowledge of the principle of division of labor by planning and carrying out appropriate activities.

ACTIVITIES:

1. Using an assembly line process make greeting cards for some holiday or advertising some style of clothing or a fashion show. Have one-half of class use division of labor-cutting, folding, coloring, etc. Have other half do all the tasks on their own cards. At end of predetermined time, stop and compare quantity of cards made, which are better, which group enjoyed it more. Reverse groups.
2. Make baskets by this process
   - a. draw line or paper
   - b. divide sections for handle and basket
   - c. cutting
   - d. folding
   - e. stapling on handle
   - f. stapling sides

EVALUATION:

Evaluate the children's attitudes and work habits. Discuss the performance and out put of each group.

BEHAVIORAL OBJECTIVES:

M. By the end of the unit, the children will be able to verbally name and discuss the different ways in which clothes are obtained.

ACTIVITIES:

1. Let any of the children who has visited a department store tell about their experiences.
2. Have each child write a report explaining what their favorite department in a department store is. Have children draw a picture representing that department. Mount the stories and pictures together on construction paper and display around room.
3. Have "home-made clothes" day when children wear clothes which were made at home and tell how they helped make them.
4. Obtain a mail-order catalog. Write a copy of the order blank on the chalkboard and show children how to fill it out.

EVALUATION:

Check reports and finished posters.

BEHAVIORAL OBJECTIVES:

N. By the end of this unit, the children will be able to verbally trace a garment from it's initial source to the finished product e.g. a cotton dress from the field to a department store.

ACTIVITIES:

1. As a class product present in visual form, "The Story of Clothing" Using pictures or drawings arranged in sequence. 1st group-people who work to raise or grow the plants or animals whose skins or fibers are used. 2nd group - people who work in factories or tanneries to make cloth or leather. 3rd group-people who work to make finished articles of clothing. 4th group-people who work to transport materials to factory and finished goods to store. 5th group-people who work at selling clothes directly or indirectly to public.

SOURCES & MATERIALS:

Text: Communities at Work p. 78.

drawing paper
crayons

EVALUATION:

Evaluate the finished product and the planning and making of the product, especially cooperation and other work habits.

BEHAVIORAL OBJECTIVES:

0. Throughout the unit, the children will demonstrate their knowledge of the different ways that clothes and other goods are advertised.

ACTIVITIES:

1. Assign a group to prepare an exhibit of newspaper and magazines ads. Assign a second group to make an exhibit of advertising materials sent through the mail. A third group will prepare a radio advertising script. A fourth group may prepare an original Television advertising script. A fifth group could prepare a table to simulate a window display.

SOURCES & MATERIALS:

magazines
newspaper
microphone
television camera
advertising materials

EVALUATION:

Evaluate their planning and work habits and finished product.

CE005139

CAREERS

IN

PLANT FARMING

BY

CHERRY GORDON

BROWNIE HIGHSMITH

MARY CATHERINE JACKSON

# career awareness unit

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# CAREER AWARENESS PROGRAM

## GRADES K-6

## PITT COUNTY SCHOOLS

BETHEL MIDDLE SCHOOL

Carl Toot - Project Director

Bernard Haselrig - School Director

Rachel Welborn - Career Development Specialist

Kent Worthington - Career Development Specialist

Phone: 825-5741

P. O. Box 518

Bethel, North Carolina 27812

# INTRODUCTION

A unit on plant sciences is easily adaptable to second-grade subject matter concepts correlated with career awareness. This unit not only provides an excellent motivational strategy for the study of nature and living things in subject matter, but also provides a vehicle for stimulating interest in ecology and conservation of natural resources. Participating in the manipulative activities of planting flowers and shrubs and making terrariums gives children the opportunity to make a practical application of skills and knowledges gained in scientific study. Also, it gives each child the opportunity to see the worth of his work when he views the end product.

## GENERAL OBJECTIVE

1. To give the children additional opportunities for working with others.
2. To increase students vocabulary and to improve study habits.
3. To help students develop critical thinking.
4. To increase student knowledge of his role in relation to the community.
5. To stimulate student respect for individuals and their work roles.
6. To give the children an opportunity for identifying self-characteristics.
7. To give the child the opportunity to work independently.
8. To broaden the experiences of students by incorporating content skills into activity-centered learning processes.
9. To develop communication skills in all areas.

## BEHAVIORAL OBJECTIVES:

At the end of introductory activity, children will be able to explain the difference between living and non-living things; living things divided into plants and animals.

## ACTIVITIES:

1. Have class discussion as introduction to unit.
2. Take walk around school looking for non-living and living things and categorizing each.
3. Play game in classroom; letting children tell whether object is living or non-living.

## SOURCES AND MATERIALS:

1. "Things" to be classified.

## EVALUATION:

By teacher observation during related activities, are children able to distinguish between living and non-living things?

## BEHAVIORAL OBJECTIVES:

Following related activity, learners will be able to cite the one requisite for seed germination.

## ACTIVITIES:

1. Open seeds (peanuts, corn, lima beans) and observe dormant plant.
2. Do experiment: Put lima beans in water and then observe "awakened" plant.
3. Read poems.
4. Show films.

## SOURCES AND MATERIALS:

1. Seeds: peanuts, corn, lima beans
2. Shallow containers
3. Poem: "In the Heart of a Seed"
4. Films: "Learning About Seeds", "Planting Our Garden"

## EVALUATION:

Are children able to name the one need for a plant in a seed to be awakened?

BEHAVIORAL OBJECTIVES:

Children will be able to name at least five ways plants are propagated.

ACTIVITIES:

1. Grow plant in the classroom from:
    a. Seeds
    b. Cutting
    c. Rooting
    d. Bulbs
    e. Rhizons
    f. Tuber
    g. Runner
2. Begin wall chart of careers.
    a. Seed grower
    b. Seed retailer
    c. Bulb grower
    d. Nurseryman
3. Visit a nursery.
4. Plant bed of azalea rootings.
5. Study science text.
6. Films and Filmstrips.

SOURCES AND MATERIALS:

1. Seeds
2. Bulbs
3. Containers
4. Soil
5. Cutting from parent plant
6. Sweet potato
7. Irish potato
8. Carrot tops
9. Lumber for frame
10. Peatmoss

11. Text: TODAY'S BASIC SCIENCE, pp 64-66

12. Film: "Plants That Grow from Leaves, Stems, and Roots", #163A

EVALUATION:

By teacher testing are children able to tell how five of the plants grown in the room were propagated?

BEHAVIORAL OBJECTIVES:

In related activity children will utilize skills of linear and weight measurements.

ACTIVITIES:

1. Make a wooden frame for azalea rooting.
2. Fill with rooting compound of correct proportions.

SOURCES AND MATERIALS:

1. Lumber
2. Nails
3. Saw
4. Hammer
5. Sand
6. Peat Moss
7. Rooting Compound
8. Rulers
9. Yard Stick
10. Measuring Cup
11. Scale
12. Window (old)

EVALUATION:

By observation during construction and evaluating finished product.

BEHAVIORAL OBJECTIVES:

At the end of related activities, children will be able to list with 100% accuracy the things plants need to grow.

ACTIVITIES:

1. Controlled experiments:
    a. With and without sun
    b. With and without light (photosynthesis)
    c. With and without water
    d. With and without plant food (fertilizer)
    e. In different media:
        (1) Sand
        (2) Sawdust
        (3) Rocks
        (4) Loam
2. Bulletin board display
3. Individual drawings showing sequence of growth
4. Study science text
5. Films and filmstrips

SOURCES AND MATERIALS:

1. Plants
2. Fertilizer
3. Sand
4. Sawdust
5. Rocks
6. Loam
7. Bulletin board
8. Construction paper
9. Text: TODAY'S BASIC SCIENCE, pp 56-58
10. Film: "How Does a Garden Grow?", #632A
"How Sunshine Helps Us", #90A
"Life Story of a Plant", #477A

11. Filmstrip: "How a Plant Makes Food", S67

EVALUATION:

Are children able to list with 100% accuracy the things plants need to grow?

BEHAVIORAL OBJECTIVES:

At the end related activity, children will be able to label the parts of a plant.

ACTIVITIES:

1. Make a three-dimensional construction paper plant; label each part.
    a. Roots
    b. Stem
    c. Leaves
    d. Bud
    e. Flower
    f. Fruit
2. Children will observe root development of plants in classroom.
3. Field trip to store to purchase "parts."
4. Plant party - make salad from plant parts.
5. Bring in examples of empty fruit and vegetable cans or frozen food boxes for discussion.

SOURCES AND MATERIALS:

1. Paper
2. Glue
3. Plants
4. Vegetables and fruit for party
5. Visit to local grocery store
6. Cans and boxes showing picture label of fruits and vegetables
7. Plastic fruits and vegetables

EVALUATION:

At the end of the related activity, are children able to label the parts of a plant?

BEHAVIORAL OBJECTIVES:

At the end of related activities, children will be able to exhibit the art of table setting and good manners.

ACTIVITIES:

1. Make and decorate construction paper place mat.
2. Practice table setting.
3. Have class discussion on good table manners.

SOURCES AND MATERIALS:

1. Construction paper
2. Glue
3. Scissors
4. Plastic knives, forks and spoons
5. Napkins and paper plates

EVALUATION:

At the end of related activities, teacher judgment will determine if there is need for reteaching.

BEHAVIORAL OBJECTIVES:

Through the related unit activity, students will exhibit penmanship skills and utilize language skills of punctuation and capitalization in writing letters and addressing envelopes to be mailed.

ACTIVITIES:

1. Children will write letters of invitation and thank you notes.
2. Children will write creative stories and poems.
3. Children will write newspaper reports of class activities during related unit.

SOURCES AND MATERIALS:

1. Writing paper
2. Envelopes

EVALUATION:

Teacher will evaluate and reteach, if necessary, the skills that are being used in this activity.

BEHAVIORAL OBJECTIVES:

At the end of related unit, children will be able to tell how plants grow in at least 4 different places.

ACTIVITIES:

1. Make graphics showing plants growing in:
   a. Water
   b. Woods
   c. Desert
   d. Fields
   e. Gardens
   f. Tropical lands
   g. Polar lands
2. Study Resource books.
3. Children will as a class project make a desert terrarium.
4. As a class project, children will make a terrarium of woodland plants.

SOURCES AND MATERIALS:

1. Magazines for pictures
2. Resource Books: EXPLORING SCIENCE
3. Poster paper
4. Crayons
5. Covered Glass container
6. Glass container
7. Plants
8. Sand
9. Gravel
10. Charcoal
11. Soil

EVALUATION:

Are children able to name and give example of plant growing in at least four different places?

BEHAVIORAL OBJECTIVES:

Children will be able to name and make general statement about at least four ways plants help us.

ACTIVITIES:

1. Read resource books.
2. Have class discussion.
3. Make bulletin board and displays showing:
    a. Food
    b. Clothing
    c. Shelter
    d. Beauty
    e. Air we breathe
    f. Conservation
4. Make house from Lincoln logs.
5. Make oral reports on assigned topic.
6. Classify picture.
7. Resource person (florist).
8. Field trip to a farm.
9. Film and filmstrips.

SOURCES AND MATERIALS:

1. Encyclopedia
2. Bulletin board
3. Construction paper
4. Magazines for pictures
5. Florist
6. Film - "How Trees Help Us", #658A
7. Filmstrips: "Plants Help Us", #SC12
   "How Plants & Animals Help Each Other", #SC68

EVALUATION:

By teacher evaluation are children able to name four ways and make knowledgeable statements about them, telling how plants help us?

BEHAVIORAL OBJECTIVES:

At the end of related activity, children will contrast and make general statements about harmful plants.

ACTIVITIES:

1. Make picture collection of weeds and poisonous plants.

2. During visit to farm and other unit related field trips, have children look for harmful or undesirable plants.

3. Have resource person discuss control of harmful plants.

SOURCES AND MATERIALS:

1. Old farm magazines

2. Field trips

3. Resource person

EVALUATION:

By teacher judgment, are children able to distinguish between helpful and harmful plants and to make general statements about harmful plants?

BEHAVIORAL OBJECTIVES:

At conclusion of unit, children will be able to name and give description of the jobs of at least six careers connected with the growing of plants.

ACTIVITIES:

1. Throughout the plant unit activities, make note of each career studied and add to chart list.
2. Play game, "What's My Line".
3. Match name with story describing jobs.
4. Make bulletin board, "Who Am I?"
    a. Flower grower
    b. Seed grower
    c. Vegetable grower
    d. Grain farmer
    e. Landscape architect
    f. Nurseryman
    g. Fertilizer salesman
    h. Florist
    i. Seed retailer
    j. Orchard grower
    k. Ecologist
    l. Tree surgeon
    m. Farm laborer
    n. Gardener
    o. Agronomist
    p. Botanist

SOURCES AND MATERIALS:

1. Bulletin board paper
2. Chart paper

3. Word cards

4. Writing paper

EVALUATION:

Are children able to name at least six careers and make a knowledgeable statement about the job of each?

BEHAVIORAL OBJECTIVES:

At the end of the unit, children will be able to spell with 100% accuracy, at least 10 words selected from plant vocabulary.

ACTIVITIES:

1. Children will draw individual plant pictures and label the parts.
2. Children will draw individual plant pictures showing and naming plant needs.
3. Spelling games.

SOURCES AND MATERIALS:

1. Drawing paper
2. Crayons
3. Word cards

EVALUATION:

At the end of the unit, are children able to spell correctly at least ten unit related words.

BEHAVIORAL OBJECTIVES:

At the conclusion of the unit study, the student will demonstrate his comprehension of the meanings of 50% of the vocabulary words introduced in activities by using them correctly in context, orally and written.

ACTIVITIES:

1. Make a wall chart of vocabulary words.
2. Make a picture dictionary of words that lend themselves to being illustrated.
3. Word drill.
4. Play games of matching words with pictures.

SOURCES AND MATERIALS:

1. Wall chart
2. Paper
3. Crayons
4. Word cards

EVALUATION:

By teacher observation and evaluation, are children demonstrating their comprehension in use of 50% of plant vocabulary in conversation and written composition?

## VOCABULARY

STEM
SEEDLING
BULBS
CUTTING
ROOTS
GROW
INSECTS
PLANTS
FLOWER
LEAF
LEAVES
SOIL
SEED
PLANT
TREE

BLOOM
FOOD
WATER
LIGHT
REPRODUCE
SUN
SUNLIGHT
CONSERVATION
PHOTOSYNTHESIS
CHLOROPHYLL
CLOTHING
SHELTER
BEAUTY
OXYGEN
CARBON DIOXIDE

WEEDS
GROWER
VEGETABLE
FARMER
FERTILIZER
BOTANIST
AGRONOMIST
GARDENER
ECOLOGIST
FLORIST
NURSERY
LANDSCAPE
NEEDS
GERMINATE
TERRARIUM

CE003939

FLIGHT

4TH GRADE

BY

GRETCHEN WEEKS

JACKIE STALEY

# career awareness unit

# CAREER AWARENESS OVERALL CONCEPTS

Career Awareness will involve all students in an approach to total education. This approach emphasizes the relation of subject matter to the community outside the school. It also introduces the student to the different career clusters available in the World of Work.

The K-6 concept is two-fold. First, it provides grades K-3 with a career awareness approach to learning. The students will be introduced to the concept of an individual's role and worth as a participating member of a working society. Second, grades 4-6 will continue to emphasize career awareness and will help the students begin to understand the requirements which must be met by each individual in performing a selected task in the World of Work.

Career Awareness for all grades is viewed from all areas of the curriculum. Language arts, math, science, social studies and other areas should all be involved as they are needed and used in the many occupations to which the students will be introduced.

Arthur S. Alford

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## BEHAVIORAL OBJECTIVE:

At the end of the unit, the students will be able to give a brief history of airplanes orally.

## ACTIVITIES:

1. Encourage the students to tell of their personal experiences and feelings on airplane flight.
2. Have a mini group do research on the history of airplanes.
3. Compile aviation time line.
4. Show films:
    a. THE FIRST FLIGHT OF THE WRIGHT BROTHERS.
    b. Flights of the Spirit of St. Louis and the Friendship 7
5. Make a collection of books related to the topic.
6. Begin individual and class vocabulary lists.

## RESOURCES AND MATERIALS:

1. Encyclopedias
2. Books
3. Films: 768-B and 843-B
4. Paper for time line
5. Magic Markers
6. Notebook paper
7. Pencils

## EVALUATION:

Oral discussion and reports.

BEHAVIORAL OBJECTIVES:

The student will show a basic conception of the definition of airplanes and how they fly by the end of the unit in a written exam with 75% accuracy.

ACTIVITIES:

1. Ask children to bring model airplanes to school.
2. Have each child make a paper airport to perform experiments.
3. Appoint a committee of two students to give a general definition of an airplane and jet.
4. Show filmstrip, How Airplanes Fly (SC49)
5. Show film, Airplanes, How They Fly (668B)
6. Have a group of three construct a wind tunnel from milk cartons.
7. Do experiments in Manual.

MATERIALS AND SOURCES:

1. Paper for air foil
2. Dictionaries
3. Rulers
4. Filmstrip - SC49
5. Film - 668B
6. Encyclopedias
7. Fan
8. Knife
9. Nine milk cartons
10. Wooden block
11. Ribbon
12. Wire frame
13. Balloon
14. Test
15. Spool

16. Penny

17. Marble

18. Glass

EVALUATION:

Written examination to include definition and basic principles of flight.

## BEHAVIORAL OBJECTIVES:

At the conclusion of the unit, the student will be able to name seven workers related to flight occupations on paper.

1. Aircraft maintenance
2. Pilot
3. Co-Pilot
4. Hostess
5. Radio operator
6. Inspector
7. Navigator
8. Control Operator
9. Instructors
10. Testers
11. Aircraft delivery checker
12. Ticket agent

## ACTIVITIES:

1. Build a model airport
2. Role play one worker
3. Add to vocabulary list
4. Field trip to Greenville airport

## MATERIALS AND SOURCES:

1. Tin cans
2. Cardboard for Terminal
3. Paints
4. Can opener
5. Sand
6. Model Planes
7. Clay

8. Clothes for role playing
9. Requisition form
10. Resource materials
11. Old sock
12. Thread and needle
13. Wire

EVALUATION:

List on paper seven workers in aircraft occupations.

BEHAVIORAL OBJECTIVES:

Students will be able to describe orally the duties and preparations of at least four workers in the aircraft field.

ACTIVITIES:

1. Dress dolls to portray the different workers.
2. Illustrate workers for a class notebook.
3. Play game - What's My Line?
4. Assign a written project according to interests , (POem, story, games report, riddles, etc.) Read orally.
5. Resource persons
    a. Hilton Carson
    b. Al Moody
    c. Ann Pace Swindale
    d. Betsy Peel
    e. Henry Weeks
6. Field trip to Raleigh-Durham airport
7. Have students collect news clippings on topic.

MATERIALS AND SOURCES:

1. Dolls and doll clothes
2. Tag board for game
3. Paper
4. Pencil
5. Brads
6. Crayons
7. Requisition form
8. Poster board for news clippings
9. Paste
10. Magic markers

EVALUATION:

Students will describe orally the duties and preparations of workers in the aircraft field.

BEHAVIORAL OBJECTIVES:

After a study of this unit, the learner will be able to spell and define correctly at least 70% of the vocabulary words introduced in this unit.

ACTIVITIES:

1. Refer to individual and class vocabulary list.
2. Use phonetic and dictionary skills for unknown words.
3. Display visual aids.
4. Arrange a designated list in alphabetical order.
5. Have a spelling bee.
6. Show films:
    a. Airplane trip by jet
    b. Airport in the jet age
    c. The busy airport

SOURCES AND MATERIALS:

1. Vocabulary test
2. Dictionaries
3. Flannel Board Kits
4. Paper
5. Pencils
6. Films
    a. 683B
    b. 5A
    c. 364A

EVALUATION:

The learner will spell and define on paper a list of words given orally by the teacher.

BEHAVIORAL OBJECTIVES:

Learners will demonstrate their knowledge of mathematical processes by solving word problems dealing with linear measures, fractions, money, etc. involving aviation with 75% accuracy at the end of the unit.

ACTIVITIES:

1. Work simple two-step word problems using mileage charts to and from airports, trips, etc.
2. Work simple word problems using fees, prices, and costs for services or equipment to utilize multiplication and division processes.
3. Work with decimal places and money values to develop word problems related to expenses for food, fuel, lodging, materials, fees, etc. in planning a trip.
4. Utilize the skill of enumeration of items in a series of role playing activities as a stewardess counting passengers, purchasing food, etc.
5. Do class experiments using linear measures.
6. Arrange linear measures on display in arithmetic center; ruler, yardstick, tape measurer, etc.

SOURCES AND MATERIALS:

1. Airplane mileage charts
2. Airplane price lists
3. Toy money
4. Travel brochures
5. Grocery store price lists
6. Word problems
7. Paper
8. Pencils
9. Ruler (several kinds)
10. Yardstick
11. Tape measure

EVALUATION:

Written test to include all activities.

## BEHAVIORAL OBJECTIVES:

By the end of the unit, the student will be able to demonstrate his skills at paragraphing, capitalizing, and punctuating by writing in correct form a two paragraph report on some phase of aviation.

## ACTIVITIES:

1. The child should do research on the topic.
2. Include as many new words as possible in paragraph.
3. Students could write short two or three paragraph reports using language skills.
4. Have a mini group to write a play concerning an imaginary plane on space trip.
5. Teach songs pertaining to flight.
6. Allow more capable students to correct reports and point out mistakes on overhead projector.
7. Write thank you notes to resource persons.

## SOURCES AND MATERIALS:

1. Books pertaining to topic
2. Encyclopedias
3. Paper
4. Pens
5. Song Books
6. Stationery, pens, stamps
7. Overhead projector, pointer, pens
8. Vocabulary test

## EVALUATION:

Correct and return written paragraphs.

BEHAVIORAL OBJECTIVES:

At the end of the unit, the student will be able to name five kinds of airplanes and their parts on a written test.

ACTIVITIES:

1. Construct two simple models of an airplane (manual pp 196-199) to help illustrate the parts.
2. Compare a helicopter and an airplane.
3. Ask an automobile mechanic (Earnest Alexander) to explain how the carburetor in an automobile engine works. Review Bernsulli's principle. Have a committee do research on the Venturi effect and report their finding to the class.
4. Let a group of Children make a diagram showing the parts of an airplane.
5. Spend an afternoon on the school playground with the airplane models which pupils bring to school or have made.
6. Show film: Building A Jet Plane, 473A
7. Do experiment with balloon (p. 275 Sc. Manual) to point out "Jet Propulsion."
8. Relate the flight of the balloon to the flight of a jet plane.
9. Appoint several mini groups to do research on kinds of planes. Draw pictures and compile in a booklet.
10. According to interest, allow children to report on famous flights.
    a. Wright Brothers
    b. O. G. Kelly
    c. Lowell H. Smith
    d. Wiley Post
    e. Amelia Earhart
    f. Charles Lindburgh
    g. Richard Byrd
    h. Astronauts of their choice

SOURCES AND MATERIALS:

1. Balsa-wood
2. Board
3. Wire
4. Wood glue
5. Nails
6. Model of helicopter
7. Encyclopedias and other resource materials
8. Crayons or magic markers
9. Film #473A
10. Balloons
11. Drawing paper
12. Booklets covers
13. Brads
14. Paper
15. Pencils

EVALUATION:

On paper, have children list five kinds and five parts of an airplane.

## VOCABULARY LIST

AILERON
AIRFOIL
DRAG
ELEVATOR
GRAVITY
JET PROPULSION
LEADING EDGE
LIFT
PITCH
ROTOR
RUDDER
STREAMLINING
THRUST
TRAILING EDGE
FORCE

INERTIA
EXHAUST
AVIATION
BOOMERANGS
MYTHOLOGY
PEGASUS
LEONARDO DA VINCI
DERIGIBLE
LILLIENTHAL GLIDER
LINDBERG
SUPERSONIC
COMMERCIAL
MILITARY
PRIVATE
BERNOULLI'S PRINCIPLE
TURBULENCE

MANEUVER
FUSELAGE
CARBON MONOXIDE
MECHANIC
PILOT
CO-PILOT
HOSTESS
RADIO OPERATOR
INSPECTOR
NAVIGATOR
AIR TRAFFIC CONTROL OPERATOR
INSTRUCTOR
AIRCRAFT DELIVERY CHECKER
PASSENGER
HIJACKER

CE003937

POLICE

DEPARTMENT

# career
# awareness
# unit

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BEHAVIORAL OBJECTIVES:

Learners will be able to recognize a police uniform and to specify why special clothes are necessary.

ACTIVITIES:

1. Make a paper machà model of a policeman.
2. Visit by a policeman.
3. Read resource books.
4. Make construction paper policeman's cap.
5. Show film.

SOURCES AND MATERIALS:

1. Paper
2. Wheat paste
3. Tempera Paint
4. Childcraft - Volume 8
5. Construction paper
6. The policeman - 528B

EVALUATION:

By teacher evaluation, does model depict items of clothing?

BEHAVIORAL OBJECTIVES:

Children will be able to name the three general categories of police duties.

ACTIVITIES:

1. Student-made bulletin board showing examples of each category:
    a. Controlling traffic
    b. Safeguarding life and property
    c. Enforcing laws.
2. Resource person.
3. Read related books.

SOURCES AND MATERIALS:

1. Art paper
2. Bulletin board paper
3. Pictures
4. _Policeman_, _Paul Barr_
5. _What Does a Policeman Do?_

EVALUATION:

By evaluation of bulletin boards, are children able to distinguish the three general categories of police duties?

BEHAVIORAL OBJECTIVES:

At the end of the related activity, children will be able to name four duties of traffic policemen.

ACTIVITIES:

1. Match pictures with captions of duty being performed.
2. Dramatize situations.
3. Read social studies book.
4. Class discussion.
5. Films and filmstrips.

SOURCES AND MATERIALS:

1. Art paper
2. Magic markers
3. GREENFIELD USA, pp 50-52
4. Film: "I'm No Fool Having Fun", 624A

EVALUATION:

Are children able to name at least four of the duties of traffic police?

BEHAVIORAL OBJECTIVES:

At the end of the related activity, children will be able to name four duties of the policeman on his beat (walking or riding).

ACTIVITIES:

1. Study textbook for information.
2. Paint movie scroll.
3. Write sentences for narration to accompany scroll.
4. Write individual stories about the work of a policeman.

SOURCES AND MATERIALS:

1. GREENFIELD USA, pp 44-48
2. Tempera paint
3. Butcher paper
4. Writing paper

EVALUATION:

Are children able to name at least four duties of a policeman on his beat?

BEHAVIORAL OBJECTIVES:

Children will be able to name and match five articles of special equipment used by policemen.

ACTIVITIES:

1. Matching word game with picture.
2. Information from resource person who shows:
    a. Badge
    b. Revolver
    c. Whistle
    d. Handcuffs
    e. Flashlight
    f. Nightstick or billy
    g. Blackjack
    h. Two-way radio

SOURCES AND MATERIALS:

1. Pictures
2. Word cards
3. Policeman from local department
4. GREENFIELD USA, p. 49

EVALUATION:

Are children able to name and match five articles of special equipment used by policemen?

BEHAVIORAL OBJECTIVES:

Children will be able to name and identify five types of transportation used by the police department.

ACTIVITIES:

1. Collect and draw pictures of:
    a. Patrol car
    b. Motorcycle
    c. Aircraft
    d. Boats
    e. Horses
2. Paint police car.

SOURCES AND MATERIALS:

1. Art paper
2. Magazines
3. Tempera paint
4. GREENFIELD USA, pp 48-49

EVALUATION:

Are children able to name and identify five types of transportation used by the police department?

BEHAVIORAL OBJECTIVES:

At the end of related unit activities, students will be able to make an oral summary of the special training required of policemen.

ACTIVITIES:

1. Resource person
2. Dramatize:
    a. First aid skills
    b. Map study
    c. Use of firearms
    d. Self-defense (judo)
3. Resource books
4. Oral reports by special assignment on Bethel laws.
5. Read related stories.
6. Show film.

SOURCES AND MATERIALS:

1. Policeman
2. GREENFIELD USA, p. 45
3. Map of Bethel
4. I WANT TO BE A POLICEMAN, Greene
5. Film, "Policeman Walt Learns His Job"

EVALUATION:

Are children able to make an oral summary of training requirements satisfactory to teacher judgment?

BEHAVIORAL OBJECTIVES:

During the related unit activity, the students will be able to make general statements about the health requirements for a policeman.

ACTIVITIES:

1. Resource person
2. Class discussion
3. Research
4. Draw cartoon type pictures of required traits showing strong, brave, and alert.

SOURCES AND MATERIALS:

1. Policeman
2. Encyclopedia and Childcraft
3. Poster paper
4. Crayons

EVALUATION:

By teacher evaluations, are children able to make knowledgeable statements about health requirements for a policeman?

BEHAVIORAL OBJECTIVES:

At the end of the unit, children will be able to name four special titles of law enforcement officers.

ACTIVITIES:

1. Make picture collection.
2. Word drill.
3. Play matching game.
4. Class discussion about:
    a. Sheriff
    b. Deputy
    c. Marshall
    d. Patrolman
    e. Detective
    f. Metermaid
    g. F.B.I. Agents
    h. Plain clothesman
    i. Warden

SOURCES AND MATERIALS:

1. Magazines
2. Word cards

EVALUATION:

Are the children able to name four special titles of law enforcement officers by the end of the unit?

## BEHAVIORAL OBJECTIVES:

At the end of the related activity, children will be able to make general statements about specialized workers at the police station.

## ACTIVITIES:

1. Field trip to Greenville Police Department. Noting the duties of:
    a. Communications officer
    b. Fingerprint expert
    c. Laboratory researchers
    d. Photographers
    e. Police dog trainer

## SOURCES AND MATERIALS:

1. Police station

## EVALUATION:

Are children able to make general statements about special workers at the police station?

BEHAVIORAL OBJECTIVES:

Following class discussion, children will be able to make knowledgeable statements about means of police communication.

ACTIVITIES:

1. Observation during field trip.
2. Information from resource person.
3. Resource books describing:
    a. Call box
    b. Two-way radio
    c. Walkie-talkie
    d. Teletype
    e. Telephone (public)

SOURCES AND MATERIALS:

1. Trip to Greenville Police Department
2. Policeman
3. CHILDCRAFT, Volume 8
4. GREENFIELD USA, pp 48-49

EVALUATION:

By teacher judgment, are children able to make knowledgeable statements about means of communication?

BEHAVIORAL OBJECTIVES:

Through the related unit activity, students will exhibit penmanship skills and utilize language skills of punctuation and capitalization.

ACTIVITIES:

1. Write thank you letters to resource persons and police chief.

2. Write stories on assigned topics related to unit.

SOURCES AND MATERIALS:

1. Writing paper

2. Envelopes

EVALUATION:

Teacher will evaluate and reteach if necessary the skills being used in this activity.

BEHAVIORAL OBJECTIVES:

At the conclusion of the unit, the student will be able to recognize and define 80% of the vocabulary words introduced.

ACTIVITIES:

1. Make a picture dictionary of the new words as introduced throughout the unit.

2. Make a wall chart of words.

3. Play "Go Fishing" using word cards.

SOURCES AND MATERIALS:

1. Chart paper

2. Art paper

3. Crayons

4. Word cards

EVALUATION:

Give oral test of definitions of vocabulary words.

# POLICE VOCABULARY

SAFE
STRONG
POLICEMEN
WRONG
UNIFORM
LEARN
CHECK
STATION
POLICEMAN
BADGE
BEAT
TRAFFIC

LIGHT
ARREST
REVOLVER
WHISTLE
PATROL ZONE
CROSS
AMBULANCE
STREET
NUMBER
MOTORCYCLE
HANDCUFFS
FLASHLIGHT
CALL BOX

TWO-WAY RADIO
TICKET
ACCIDENTS
PEDESTRIANS
CARS
DIRECT
TELEPHONE
ALARM
JAIL
CELL
BRAVE
ALERT

CE003939

HOMES:

THE WORKERS WHO BUILD THEM

AND

THE TOOLS THEY USE

BY

PEGGY R. PRICE

# career awareness unit

# CAREER AWARENESS OVERALL CONCEPTS

Career Awareness will involve all students in an approach to total education. This approach emphasizes the relation of subject matter to the community outside the school. It also introduces the student to the different career clusters available in the World of Work.

The K-6 concept is two-fold. First, it provides grades K-3 with a career awareness approach to learning. The students will be introduced to the concept of an individual's role and worth as a participating member of a working society. Second, grades 4-6 will continue to emphasize career awareness and will help the students begin to understand the requirements which must be met by each individual in performing a selected task in the World of Work.

Career Awareness for all grades is viewed from all areas of the curriculum. Language arts, math, science, social studies and other areas should all be involved as they are needed and used in the many occupations to which the students will be introduced.

Arthur S. Alford

Arthur S. Alford, Superintendent
Pitt County Schools

# CAREER AWARENESS PROGRAM

GRADES K-6

PITT COUNTY SCHOOLS

BETHEL MIDDLE SCHOOL

Carl Toot - Project Director

Bernard Haselrig - School Director

Rachel Welborn - Career Development Specialist

Kent Worthington - Career Development Specialist

Phone: 825-5741

P. O. Box 518

Bethel, North Carolina 27812

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BEHAVIORAL OBJECTIVES:

The child will be able to describe different kinds of houses by naming four ways in which houses differ.

ACTIVITIES:

1. On a bulletin board, place pictures of houses of different sizes, shapes and colors.

2. Through a discussion of the houses that the children live in, establish the fact that not all houses look alike.

3. Read books about houses and then place them in the library center for the children's observation.

4. Individually talk with each child about his house; Is it big? little? one story? garage? color? wooden? how many doors? windows? long? short? etc.

5. Provide magazines and let the children cut out pictures of houses and paste them into a booklet for the room.

6. The children can build houses in the room in the block corner and also with the use of tinkertoys.

7. Let the children draw houses with fingerpaint.

8. Provide clay for the children to build and rebuild houses.

9. With boxes of different sizes, let children paint them and use construction paper for doors, windows, and roofs. These can be placed on a table and by adding streets, trees, etc. A neighborhood can be made.

10. Read poems about different kinds of houses.

    a. "Houses"

    b. "The House at the Corner"

    c. "Song for a Little House"

    d. "My House"

    e. "Old Log House"

    f. "The Shinning Little House"

    g. "The Little House"

    h. "The House on the Hill"

11. Play a game: House.

SOURCES AND MATERIALS:

1. Personal file, variety of pictures of houses
2. Newsprint
3. Cover for houses booklet
4. Brads
5. Magazines
6. Scissors
7. Paste
8. Fingerpaint paper
9. Fingerpaint
10. Modeling clay
11. Boxes of many sizes
12. Paints
13. Construction paper
14. Paste
15. Scissors
16. V IS FOR VERSES, pp 46-47
17. CHILDCRAFT, Volume 1, p. 129 and p. 259
18. FAVORITE POEMS OLD AND NEW, p. 243
19. KINDERGARTEN CURRICULUM, p. 163

EVALUATION:

1. When shown two pictures of different houses, the child will be able to compare and contrast the two as to size, shape, color, material made of, number of doors and windows, etc.
2. From a large group of pictures of houses, the child will sort and match those houses that are alike.
3. When asked the child will name four ways in which houses can be different.
4. When given pictures of parts of houses such as doors and windows, the child will sort and match the ones that are alike.

## BEHAVIORAL OBJECTIVES:

The children will understand that there are many workers involved in building a house and they will be able to name four of our 7 of these workers.

## ACTIVITIES:

1. Through a discussion of houses have the children list some things in a house as well as what the house is made of. Through questions and hints lead the children to list such things as water, lights, bricks, cabinets, and that it is painted.

2. Show a picture of men working on a house. Talk about the different men and the fact that each one is doing a different job. Bring out the fact that it takes different people to perform the different jobs involved in building a house.

3. Show a film about building a house and then talk about the different people. There is a contractor to plan the house and see that it is built correctly, a carpenter to build the foundation, a bricklayer to lay the bricks, a plummer to put in the water and pipes for bathrooms and kitchens and an electrician to put in wires for lights and appliances, a roofer to put on the roof, a painter to paint the house, etc.

4. Bring out the sequence board. Building a house and discuss the house being built step by step.

5. After the children have an idea of the poeple involved in building a house, on a chart list the names of the workers as the children describe the jobs that need to be done. The list should include:

    a. Contractor

    b. Carpenter

    c. Roofer

    d. Bricklayer

    e. Plummer

    f. Electrician

    g. Painter

6. Using flannel cutouts of construction workers discuss each; what he does and his name.

## SOURCES AND MATERIALS:

1. Personal file, pictures of a house under construction.

2. "Building A House", film #606A

3. Sequence board "Building a House"

4. Community workers, flannel set #151, Bricklayer, carpenter, painter and plummer

EVALUATION:

1. From a group of pictures of community helpers and a carpenter, painter, plummer, bricklayer, the child will choose those helpers that work on building a house.

2. When shown pictures of a carpenter, bricklayer, painter, plummer, and a roofer, the child will describe the work each is doing.

3. When asked to name workers who help to build a house the child will name four.

BEHAVIORAL OBJECTIVES:

The child will define a contractor and list some people who work for him.

ACTIVITIES:

1. Begin a discussion of the school: What goes on in the school; How does everybody know what to do; Who do students and teachers go to if something happens, etc. Establish the fact that the principal is in charge of the school and he sees that everybody knows what to do and that everything at school runs smoothly. Lead into the fact that in order for a house to be built and for all the workers to know what to do and when to do it, they need someone in charge. The man in charge of seeing that a house is built correctly is called a contractor.

2. Provide a task for the children to perform that would require planning and group participation. The teacher will not give any directions other than giving the task. After the children have had an opportunity to work call them together and discuss the fact that if each child had a particular job to do and each had known his job then the task would have been completed much quicker. They needed one person in charge to see that everything was done at the proper time. Let them repeat the task with more planning and with someone in charge.

3. Bring in a house plan to show the children. Tell them that the contractor uses that to know how to build the house and how many materials to buy.

4. Have a contractor come to the classroom and explain his duties to the children.

5. Play a game where the teacher names various helpers and the children tell whether or not the helper named works for a contractor. Include in the list policemen, firemen, etc.

SOURCES AND MATERIALS:

None

EVALUATION:

None

BEHAVIORAL OBJECTIVES:

The child will explain the work of a carpenter and name five tools that he uses.

ACTIVITIES:

1. Write the word carpenter on the board. Count the letters. Ask if anyone knows what a carpenter is or if anyone has a member of the family who is a carpenter. Help them to understand that a carpenter is a man who uses many tools to cut and shape lumber and other materials to build a house and to build things that goes into a house.

2. Read a poem about a carpenter.

3. Have the children name the tools of a carpenter named in the poem, (nails, hammers, planes, levels, saws, rules). Show an example of each and explain how each is used. Also show other tools that a carpenter uses.

4. Give the children an opportunity to use the tools shown in activity 3 in the word-working center.

5. Show the children a ruler. Explain that a carpenter's ruler is much longer but they are both used for the same thing. Show the children how to use a ruler and then give them one to examine. Let them choose things they would like to measure and see which things are longer, shorter, taller, etc.

6. Let the children find tools used by a carpenter in magazines and paste them in a book of tools.

7. Write the word TOOLS on a piece of paper andhave some of the more capable children find the letters to make the work.

8. Let the children pretend to be carpenters and build things in the woodworking center. Try to have a father to come in and help in the woodworking center at this time.

9. Teach the song, "Johnny uses one hammer".

10. Visit the site of a nearby building being built and let the children observe the carpenters at work.

11. Visit a lumber mill to see how the logs are cut into lumber and how the lumber is dressed.

SOURCES AND MATERIALS:

1. Personal file, "Bird Carpenter", poem.

2. Tools of a carpenter:

   a. Nails

   b. Hammer
   c. Plane
   d. Level
   e. Saws
   f. Rules
   g. Screwdriver
   h. Pliers
   i. Chisel
   j. Bit and Brace

3. Ruler for each child
4. Articles that can be easily measured:
   a. Ice cream sticks of different sizes
   b. Pencils
   c. Crayons
   d. Cuisenaire Rods
   e. Strings

5. Magazines
6. Art paper
7. Scissors
8. Paste
9. Scrap wood
10. Screws

EVALUATION:

1. When shown a picture of a carpenter, the child will tell who he is and what he does.

2. From a group of many tools and articles, the child will choose those tools used by a carpenter.

3. When shown a picture of various tools, the children will name them: hammer, saw, screwdriver, rule, pliers, nails.

4. From a group of pictures of many workers, the child will select only those pictures of carpenters.

5. The child will answer yes or no to such questions as the following:

   A carpenter:

   ...lays bricks.
   ...sews.
   ...cuts wood.
   ...uses a screwdriver.
   ...paints.
   ...nails wood together.
   ...helps build a house
   ...works with pipes.
   ...uses a saw.

BEHAVIORAL OBJECTIVES:

The child will define the work of a bricklayer and name two tools he uses.

ACTIVITIES:

1. From a picture of a bricklayer at work, discuss the fact that he is a person who lays brick for walls, fireplaces, etc.
2. Through a discussion of a bricklayer, bring out the fact that he needs the following tools:
   a. box for cement mixture
   b. How for mixing cement
   c. Trowel
   d. Level
   e. Bricks
   f. Cord
   g. Pipe
   h. Cold chisel
   i. Hammer
   j. Rule
3. Have a collection of bricklaying tools. Take each one in turn, give the name, and explain how they are used.
4. Provide the bricklayers tools for the children to work with. They can mix sand and water for cement and make their own bricks from dirt and water. After the bricks are hard, they can use them to make a brick wall.

SOURCES AND MATERIALS:

1. Picture of a bricklayer
2. Bricklaying tools.

EVALUATION:

1. When asked what a bricklayer does, the child will explain that a bricklayer is one who lays bricks to build houses, wall, fireplaces, etc.

2. When shown a group of tools, the child will choose the bricklaying tools.

3. When shown a trowel, a hoe, and a level, the child will explain how each is used by a bricklayer.

4. The child will answer yes or no to the following question:

   A bricklayer:

   ...uses a saw.
   ...uses a level.
   ...lays carpet.
   ...uses a trowel.
   ...builds a house.
   ...lays brick.
   ...uses a small pipe.

BEHAVIORAL OBJECTIVES:

The child will describe a painters work and name two tools that he uses.

ACTIVITIES:

1. Show two pictures of houses: one painted and one not painted. Through the discussion establish that the main difference between the two is the paint. Help the children to understand that the worker who paints houses is called a painter.

2. Place a picture or a painter on the board and then ask for suggestions as to the tools the children think he would need. Make a list including:

   a. Bucket of paint

   b. Roller

   c. Spray gun

   d. Ladder

   e. Scrapper

   f. Canvas or plastic cover

   g. Paint thinner

   h. Putty

3. Explain and demonstrate the use of each tool of a painter listed in activity two.

4. Provide a bucket, water, paint brush, and a small ladder. Let the children pretend to be painters by painting the outside of the school

5. Read a poem.

6. Provide magazines and let the children find pictures of many sizes of brushes and paste in a book of brushes.

7. Provide many paint brushes of many sizes and let the children arrange them in size from smallest to largest.

8. From old paint books, cut the color charts into individual color chips. Let the children sort them into color families and then into shades from lightest to darkest.

SOURCES AND MATERIALS:

1. Magazines

2. Scissors

3. Paste

4. Newsprint

5. Various sizes of paint brushes

6. Paint sample books, trays or boxes for sorting

7. Personal file, two pictures of houses; one just painted and one needing paint

8. Picture of a painter

9. Poem, "My Houses", V IS FOR VERSES, p. 47

EVALUATION:

1. From a large selection of tools, the child will choose the tools used by a painter.

2. The child will answer either yes or no to the following questions:

   ...A painter uses a saw.
   ...A painter lays bricks.
   ...A painter uses a brush.
   ...A painter builds a house.
   ...A ladder is one of the tools used by a painter.
   ...etc.

3. From a group of pictures of helpers, the child will select the picture of the painter when asked to do so.

BEHAVIORAL OBJECTIVES:

The child will define the work of a roofer and name two tools he uses.

ACTIVITIES:

1. From a picture of a house, talk about the top of the house. Note that the top is called a roof. Help the children to understand that the worker who puts roofs on houses and other buildings is called a roofer.
2. Through a discussion of a roofer help the children to think of tools a roofer would need to do his work. Explain the use of each as an example is shown.
3. Provide materials for the children to put a roof on a small model of a house.
4. Visit a building where men are putting on a new roof if possible, and let the children observe.
5. Provide a bag of nails of many sizes. Have the children arrange them from largest to smallest.
6. Provide a bag of nails and let the children sort them into piles of like nails.
7. Provide shingles for the children to sort according to color.

SOURCES AND MATERIALS:

1. Personal file, picture of a house.
2. Tools of a roofer:
   a. Ladder and hook ladder
   b. Hammer
   c. Nails
   d. Snippers
   e. Shingles or tin
3. Bag of nails each differing in size
4. Bag of nails with many of four different sizes
5. Shingles: many each of red, green, black, and white

EVALUATION:

1. The child will tell in his own words what a roofer does.

2. When shown a picture of a roofer at work, the child will know who he is and what he is doing.

3. From a group of tools the child will point to the correct one when the name is given. (hammer, nails, snipper, and shingles)

4. From a large group of tools, the child will choose those used by a roofer.

BEHAVIORAL OBJECTIVES:

The child will be able to define the duties of a plummer and name one tool that he uses.

ACTIVITIES:

1. Begin a discussion of some of the things that a house has in it. Lead the discussion to water. Name the different places in a house that we find water: kitchens, bath rooms, outside, in washers.
2. Ask the children how they get the water at their house. Who fixed the pipes for the water to run through? Explain that the man who put water in a new house or fixes pipes when they are not working is called a plummer.
3. Ask if any of the children have seen a plummer at work. What tools did he use? Show some tools that a plummer uses and explain the use of each.
4. Provide materials used by a plummer for the children to experiment with.

SOURCES AND MATERIALS:

1. Tools of a plummer:
    a. Wrenches
    b. Pipes
    c. Plunger
    d. Fittings

EVALUATION:

1. The child will be able to name the man who fixes the pipes when they are not working and who puts water into new houses.
2. The child will select those tools used by a plummer from a large selection of tools.
3. The child will name one tool used by a plummer when asked to do so.

BEHAVIORAL OBJECTIVES:

The child will know what an electrician is and one tool that he uses.

ACTIVITIES:

1. Bring up the word electricity. Ask for volunteers to tell what it is and why we need it. Ask if anyone knows how electricity gets into their home. Help them to understand that the man who puts electricity into houses is called an electrician.

2. Bring in some tools an electrician uses and talk about them.

3. Make a list of things we need electricity for. (lights, T.V., radio, record player, iron, mixers, stoves, refrigerators, washers, sewing machines, etc.)

4. Let the children find pictures in magazines of things we need electricity for. Paste these on a chart.

5. Perform a simple electrical experiment. Nail one end of the metal on the block of wood. Place another nail in the wood under the other end of the metal. Do not place either nail all the way down in the wood. Be sure that the loose end of the metal is not resting on the nail beneath it. Now you have a switch. Connect one wire from either terminal of the dry cell to the nail under the metal. Be sure to strip the insulation from the ends of all the wires you use. Connect a second wire from the other terminal of the dry cell to either terminal of the miniature socket. Connect a third wire from the other terminal of the socket to the nail holding the strip of metal in place. Press the switch.

6. Discuss some safety rules to observe when using electricity. List them. Prepare a bulletin board exemplifying these rules.

SOURCES AND MATERIALS:

1. Wire

2. Insulation tape

3. Pliers

4. Pocket Knife

5. Magazines

6. Paste

7. Scissors

8. Chart paper

9. Dry cell (large)

10. Light bulb
11. Socket
12. Insulated copper wire
13. Piece of metal 4" x 1"
14. Block of wood
15. Two nails
16. Hammer
17. Cartoon pictures of rules
18. Sentence strips
19. Magic markers
20. Pins

EVALUATION:

1. The child will name the man who wires a house for electrical current.
2. The child will name one tool that an electrician needs.
3. From a group of tools, the child will remove those not used by an electrician.

## SAFETY RULES TO OBSERVE WHEN USING ELECTRICITY

1. Never touch a switch with wet or damp hands.
2. Never overload your connections.
3. Never poke around a radio or television set if the switch is on.
4. Never pull the chain of a light bulb if you are standing on a wet floor.
5. Never, never touch a broken cable after or during a storm, or even if the sun is shining. Call a policeman or a fireman.
6. Never touch an electrical appliance, switch, radio, or television set whi while bathing or when wet.
7. Never put electrical wires under carpets.
8. Never put a penny in the fuse box. Use a fuse of the proper size.
9. Never place anything except an electrical plug into a wall socket.
10. Never remain in a lake during a thunderstorm.
11. Never remain under or near trees during an electrical storm or a thunderstorm. Find other shelter quickly.

FROM BEGINNING SCIENCE, p. 23

BEHAVIORAL OBJECTIVES:

The child will be able to give three examples of homes in which the people build their own homes.

ACTIVITIES:

1. Prepare a bulletin board with the following pictures:
    a. A tree house (jungle)
    b. An Igloo
    c. A Grass Hut
    d. A Mud Home
    e. Tents
    f. A House on Stilts

2. Mud Home: Through a discussion bring out the following: some people use mud to make their home; In jungles of Africa the pack mud around sticks in the shape of a hut; mud is smoothed with water and left to bake in the sun; the roof is made of grass; in Egypt mud is mixed with straw to make bricks; the bricks are put together to make thick walls to keep out the sun.

3. Let the children make mud bricks, dry them in the sun and put them together to make a mud home. Let some pack mud around sticks in the shape of a hut.

4. Tents; Discuss the following: You could fold up your house if it were a tent; Goatherds in deserts sometimes live in tents; Tent shields from the sun; They let sides up sides of tent so cool breezes can blow through; Sides quickly put down if winds start to blast sand through at them; When goats are moved to another place, tents are tied around poles and carried homes with them.

    Tibet: Use hair of yak (cow) to make yurts (tents); Cover frames of wood with cloth made of yak hair; When people want to travel they fold up their yurts and carry them away.

5. Let the children put up a tent.

6. Let the children make tents.

7. Houses on Stilts; Discuss the following: Some houses have long legs; They stand on stilts or sit in trees.

    On Bornee Island there is so much room between floors and the ground that people can keep cows underneath their house with fences between stilts to protect cows from wild animals. In South Pacific only fish live beneath stilt houses. People build houses right in the middle of a lake.

8. Let the children make a stilt house.

9. Tree Houses; Discuss and explain the following: Malaya, people want to live higher off the ground so build house in trees. Just one leg, tree trunk, When wild animals chase, the man runs to his tree and scurries up the ladder. Soon animals find nothing but tree trunk and leaves. Must look closely to see tree houses.

10. Let children make tree house.

11. Grass Huts; Discuss and explain the following: Some people in Africa can pick up their houses and carry them. Make houses from grass. Look like baskets turned upside down. Weave grass to make walls and a roof. Grass keeps rain from dripping on heads and shadow people from hot sun. Light enough to pick up.

    Some people in Africa build grass houses that swell when it rains and shrinks when the sun shines. Made with grass mats. When it rains the grass swells until mats become so tight the rain cannot soak in. When the sun comes out it shrinks and makes holes in mats for breezes to blow through.

12. Help the children to weave grass and put together to make a hut.

13. Igloo; Explain and discuss the following: Eskimo house is called igloo. Build one kind of igloo with blocks of hard packed snow. Snow igloo looks like the back of a big white turtle made of giant ice cubes. They crawl into igloo through tunnel. Warm inside because freezing wind cannot blow through walls of snow or windows of ice. Hole at top lets in air so you can breathe. At night put away toys on shelf carved in snow. Go to sleep wrapped in furs on bed of ice.

14. Provide ice cubes for the children to build an igloo. Leave one outside to show that we cannot live in an igloo here because it is too hot and no snow. Put one in freezer to show how cold it must be where people live in igloos.

15. Place all examples of homes made on a table under the bulletin board for observation and examination.

SOURCES AND MATERIALS:

1. Childcraft, Volume 5, p. 282, p. 285, p. 286, p. 290, p. 292.

2. Picture of a Mud House.

3. Mud, Water, and Sticks.

4. Picture of a Tent.

5. Sticks, and Construction Paper.

6. Picture of a house on stilts.

7. Ice Cream Sticks, Construction Paper, and Small Boxes.

8. Picture of a Tree House.

9. Small Boxes, Construction Paper, Paste, Small Sticks (toothpicks), and Tree Limbs.

10. Picture of a Grass Hut.

11. Grass

12. Picture of an Igloo.

13. Ice Cubes, and Freezer.

EVALUATION:

1. The child will name three kinds of houses made by the people themselves.

2. From a collection of pictures of houses made by workers studied and of grass huts, igloos, tents, houses on stilts, mud homes and tree houses, the child will choose the picture of homes built by the people who live in them.

3. When shown the following pictures, the child will name the type of home whic which it is:

   a. Tree House

   b. Igloo

   c. Grass Hut

   d. Mud Home

   e. Tent

   f. House on Stilts

BEHAVIORAL OBJECTIVES:

Culminating Activities

ACTIVITIES:

1. Show the filmstrip about homes all around the world.
2. Play a guessing game. The teacher describes one of the workers studied and the children try to guess which one is being described.
3. Provide a wide collection of tools studied and let the children match them with pictures of the workers who use them.
4. Show filmstrips on shelter.
5. Read a poem.
6. Play some games: House, Tippy.
7. Show a film.
8. Let the children choose their favorite worker and act out his work while the other children try to guess the worker.

SOURCES AND MATERIALS:

1. Filmstrip, "Home Around the World", SS-105
2. Pictures of helpers studied.
3. Tools studied.
4. Filmstrip on shelter, 65-24-09-1908.
5. Poem, "The Unfinished House", V IS FOR VERSES, p. 146.
6. KINDERGARTEN CURRICULUM, p. 163 and p. 175.
7. Film, "Shelter", 855B

POEMS

## Occupation--Builder

Carpenters, bricklayers, masons too--
Men without whom we could not do--
Build stores and schools and homes at will,
With their plans and building skill.
There goes a hospital, rearing skill.
There goes a skyscraper to the sky.
There goes a school with a yard to play.
There goes a church with a place to pray.
For the building done, from the first turned spade,
You can thank the men of the building trade.

--Jane W. Krows

## Some Birds and Nests

Flashing blue feathers--
a gay paradox...
She nests in a fencepost
or your letter box. (bluebird)

Small, saucy, scolding, or
still as a mouse...
She sings when you build her
a snug little house. (wren)

Here's a wee nest like a
bump on a tree...
With babies the size of
a wet bumblebee. (hummingbird)

On a nest made of sticks,
the mother says "Coo"...
We hope that her babies will not
fall through. (turtledove)

This nest resembles a
long knitted sock...
Hung on a branch that the
Breezes will rock. (oriole)

In a nest she is hidden
in grass out of sight...
Her tidy brown made
whistles "Bob White!" (quail)

With a pneumatic drill and
a little red hat...
This bird pecks a nest
with a rat-a-tat-tat. (woodpecker)

But the bird who lays eggs
in the sand is of course
an (ostrich)...
She can out run a horse! (ostrich)

--Vilet

## Bird Carpenter

Carpenters use nails and hammers,
 Planes and levels,
 Saws and rules.

Birds build houses so much simpler--
 Beaks are all
 They have for tools.

--Leland B. Jacobs

## The House at the Corner

The house at the corner
is cold gray stone,
Where the trees and windows
crack and groan,
So I run past
 fast
 when I'm all alone.

--Myra Cohn Livingston

## POEMS

### Houses

How could God think of so many kinds of houses?

There are millions of houses that I can't even see.
There must be lots of very funny ones!
    Mole houses--
    Frog houses--
    Beaver houses---
Stork nests on chimneys,
Squirrel nests in trees.
Houses for everyone!
    And my house
    For me.

--Jessie Orton Jones

### The Unfinished House

Rooms without their doors in,
Stairs we cannot climb--
We like a house not finished yet.
We go there all the time.

But who is going to live here?
That's what we think about:
Will there be children's faces at
The windows looking out?

--Dorothy Aldis

### Song for a Little House

I'm glad our house is a little house,
    Not too tall or too wide:
I'm glad the hovering butterflies
    Feel free to come inside.

Out little house is a friendly house,
    It is not shy or vain:
It gossips with the talking trees,
    And makes friends with the rain.

And quick leaves cast a shimmer of green
    Against our whited walls,
And in the phlox, the courteous bees
    Are paying duty calls.

--Christopher Morley

### My Houses

If I'd be a painter,
Here's just what I'd do:
I'd paint all the houses
Red, yellow and blue.
The steps would be purple,
The roofs...pink and white,
And people would look at
My houses all right!

--Vivian G. Gouled

### Old Log House

On a little green knoil
At the edge of the wood
My great great grandmother's
First house stood.

The house was of logs
My grandmother said
With one big room
And a lean-to shed.

The logs were cut
And the house was raised
By pioneer men
In the olden days.

I like to hear
My grandmother tell
How they built the fireplace
And dug the well.

(continued)

They split the shingles;
They filled each chink;
It's a house of which
I like to think.

Forever and ever
I wish I could
Live in a house
At the edge of a wood.

--James S. Tippett

### House

This is the roof of a house so good,
There are the walls that are made of wood,
And this is the window that lets in the light,
This is the door that shuts up tight.
This is the chimney so straight and tall,
Oh, what a good house for one and all.

(Point hands for roof; hold arms up for wall; make square with fingers for window, right arm straight in air for chimney.)

Tippy, tippy, tip-toe
Here we go.
Tippy, tippy, tip-toe
To and fro.
Tippy, tippy, tip-toe
Through the house,
Tippy, tippy, tip-toe
Quiet as a mouse.

CE003939

MANUFACTURING

BY

MARIE DEANS

PAT BURTON

# career awareness unit

# CAREER AWARENESS OVERALL CONCEPTS

Career Awareness will involve all students in an approach to total education. This approach emphasizes the relation of subject matter to the community outside the school. It also introduces the student to the different career clusters available in the World of Work.

The K-6 concept is two-fold. First, it provides grades K-3 with a career awareness approach to learning. The students will be introduced to the concept of an individual's role and worth as a participating member of a working society. Second, grades 4-6 will continue to emphasize career awareness and will help the students begin to understand the requirements which must be met by each individual in performing a selected task in the World of Work.

Career Awareness for all grades is viewed from all areas of the curriculum. Language arts, math, science, social studies and other areas should all be involved as they are needed and used in the many occupations to which the students will be introduced.

Arthur S. Alford

Arthur S. Alford, Superintendent
Pitt County Schools

# CAREER AWARENESS PROGRAM

GRADES K-6

PITT COUNTY SCHOOLS

BETHEL MIDDLE SCHOOL

Carl Toot - Project Director

Bernard Haselrig - School Director

Rachel Welborn - Career Development Specialist

Kent Worthington - Career Development Specialist

Phone: 825-5741

P. O. Box 518

Bethel, North Carolina 27812

## BEHAVIORAL OBJECTIVES:

1. At the conclusion of this unit the student will be able to name and describe at least ten workers involved in manufacturing.
    - Office personnel
    - Floor manager
    - Industrial Engineer
    - Inspector
    - Shipping Clerk
    - Drafter
    - Advertiser
    - Trainer
    - Dyer
    - Painter
    - Assembly line worker
    - Truck Driver
    - Mechanical engineer
    - Electronic Engineer
    - Machine Operator
    - Packer
    - Chemist
    - Designer
    - Stock Clerk
    - Health and Satety Personnel
    - Engraver
    - Custodian
    - Production Manager
    - Stock Mover

## ACTIVITIES:

1. Assign committees to write descriptions of each career including duties and requirements of each.
2. Construct charts distinquishing between "On-the-job-training" and "school training" occupations.
3. Mini-field trip to local industry to learn process by which a person obtains "on-the-job-training" and report to class.
4. Assign committee to write to institutions for information concerning course of study for "School training" occupation for display.
5. Construct and play game "What's My Line"

6. Puzzle-finding as many occupations as possible related to manufacturing
7. Game - "Careero" - similar to Bingo

## SOURCES & MATERIALS:

D.O.T., Widening Occupational Roles Kit.
Chart paper, research articles on occupations

List of local industries which provide "on-the-job-training."

List of institutes or colleges which provide courses of study for industrial personnel, school stationery, stamps

Tagboard
Stencil, mimeograph paper

## EVALUATION:

The student will write or give orally at least ten occupations and descriptions of each that are involved in manufacturing.

BEHAVIORAL OBJECTIVES:

2. Students will be able to name five natural resources and industries in England and North Carolina.

ACTIVITIES:

1. Construct identical maps locating sources of natural resources and industries.
2. Construct mural catagorizing natural resources--industries--occupation
3. Show filmstrip - "Resources and Manufacturing Industries"
4. Filmstrip - "Modern British Isles"

SOURCES & MATERIALS:

Social Studies text, maps, globes, drawing paper, color pencils
Role paper; pictures of resources, industries, occupations
Filmstrip
Filmstrip

EVALUATION:

The student will write or give orally five natural resources and ways of making a living in England and North Carolina

BEHAVIORAL OBJECTIVES:

3. Students will be able to list the different kinds of industry found in this area. (Pitt County)

ACTIVITIES:

1. Construct a sand table model of Pitt County locating the different industries.
2. Look in newspaper ads and find industries in Pitt County, also radio and television.

SOURCES & MATERIALS:

Sand table, materials for small scaled model buildings and roads.
Local newspapers, radio, t.v.

EVALUATION:

Students will make a list of industries in Pitt County.

BEHAVIORAL OBJECTIVES:

4. Students will be able to identify raw materials exported and imported to and from England concerning their industries and those related to the U.S.

ACTIVITIES:

1. Research of imports and exports to and from England
2. Collection of raw materials used in manufacturing for display.

SOURCES & MATERIALS:

Reference materials, Social Studies Text
Collection of raw materials

EVALUATION:

From a list of potential exports and imports of raw materials students will list in four categories:

1. Exports of England
2. Imports of England
3. Raw materials the U.S. imports from England
4. Raw materials England imports from the U.S.

BEHAVIORAL OBJECTIVES:

5. Students will get an understanding of an idustry's constant strive for greater production. They will demonstrate their understanding by jointly compile a list of practices used to increase population.

ACTIVITIES:

1. Interview resource person-floor manager
2. Write a report about interview
3. Appoint committee to talk to production manager to ask questions about production at Blue Bell
   1. How many finished products per day?
   2. How many finished products for last 3 years?
4. Research and report writing about mass production in manufacturing.

SOURCES & MATERIALS:

Interview floor manager
Transportation, interview production manager

Reference materials

EVALUATION:

Discuss and make a list of practices that have led to increased production.

BEHAVIORAL OBJECTIVES:

6. The students will be able to write a list of safety rules that are followed in an industry and health practices that are adhered to.

ACTIVITIES:

1. Mini-field trip by a committee to get necessary information on safety and health practices of an industry. Give oral reports of their findings.
2. Collect samples or pictures of safety apparel used in industry.
3. Construct safety posters to be used in a simulated assembly line.

SOURCES & MATERIALS:

Transportation for mini-field trip

Safety apparel or pictures

Poster paper

EVALUATION:

The student will write a list of safety rules followed in an industry and a list of health practices.

BEHAVIORAL OBJECTIVE:

7. The students will be able to demonstrate his skills at paragraphing and punctuation by writing in correct form a report on working conditions in an industry.

ACTIVITIES:

1. Resource person - assembly line worker
2. Field trip to a local industry
3. Write a report on working conditions in local industry.

SOURCES & MATERIALS:

Resources person

Industry for fieldtrip

EVALUATION:

The student will write a paragraph on working conditions in an industry.

BEHAVIORAL OBJECTIVES:

8. The students will be able to discuss in a written examination the advantages and disadvantages of labor unions.

ACTIVITIES:

1. Assign committee to do research on labor unions. Write for information.
2. Construct a bulletin board depicting the purposes, advantages and disadvantages of labor unions.
3. Compare the labor unions of today and guilds of the Middle Ages.
4. Filmstrips - "Growth of Big Business"--"Spotlight on Labor"
5. Organize a labor union in class and write constitution.

SOURCES & MATERIALS:

Reference materials, school stationery

Bulletin board materials
Reference materials, Social Studies text
Filmstrips
Reference materials

EVALUATION:

The student will write a theme discussing the advantages and disadvantages of labor unions.

BEHAVIORAL OBJECTIVES:

9. The students will compare through role playing the mass productive assembly line method with handmade method and draw conclusion as to which is faster, cheaper and easier therefore more profitable.

ACTIVITIES:

1. Role playing the two methods of production in a simulated working situation. Each method is to be timed. A pay scale is to be used to determined the labor cost of each method.
2. Filmstrips - "Eli Whitney"
   "Working in Our Community"
   "Then and Now in New England"
   "Tool and Die Maker"
   "Electrical Assembler"
   "Garment Worker"
3. Film: "Making The Things We Need" (Co.)

SOURCES & MATERIALS:

Materials for products made by two methods of production, simulated plant situation for assembly line, equipment for assembling materials.

Filmstrip

Film

EVALUATION:

The students will discuss the two methods of production and decide upon the more profitable method.

BEHAVIORAL OBJECTIVES:

10. The students will evaluate the quality of the finished products of the two methods by using class established standards. The students will determine the value of products according to quality and price of each.

ACTIVITIES:

1. Establish quality standards
2. Inspect for quality
3. Establish price for each quality catagory
4. Price each finished product according to quality
5. Compare products of the methods according to quality and price
6. Display products with results of findings.
7. Look in newspapers for advertisements of "seconds"

SOURCES & MATERIALS:

Chart paper
Price tags
Products from two methods of production
Display center
Newspapers

EVALUATION:

Each student will write a paragraph evaluation of the two methods of production.

BEHAVIORAL OBJECTIVES:

11. After the study of this unit the students will be able to define and spell at least 75% of the vocabulary words introduced in this unit.

personnel
operate
inspect
draft
design
engrave
assembly line
assemble
production
mass production
products
raw material
stock
industry
imports
manufacturing
finished product
quality
apparel
simulated
conditions
labor union
profitable
pay scale
assembler
value
standards
natural resources
requirements
occupations
exports

ACTIVITIES:

1. Define words on paper and use each word in a sentence about manufacturing.
2. Spelling Bee

SOURCES & MATERIALS:

Notes, Dictionary, D.O.T.

EVALUATION:

The student will write the words called and define each.

## MATERIALS AVAILABLE

Filmstrip: Library

1. Eli Whitney SS-72
2. Working in Our Community SS-42
3. Then and Now in New England SS-15
4. Growth of Big Business SS-137
5. Spotlight on Labor SS-125

Lab.

1. McGrawhill World of Work Set 2 "Electrical Assembler"
   "Garment Worker"
2. Eye Gate Teach-a-Tape Cassette "Tool & Die Worker"

Film: "Making The Things We Need" (County)

Reference Sources

Lab

1. Occupational Research Service Vol.1,Vol. 6
2. Employment and Training Opportunities in Pitt County

Library

1. Our Wonderful World
2. The Lincoln Library of Essential Information
3. The Lincoln Library of Social Studies

Materials to Order: Manufacturing

## BOOKS

## PROFESSIONAL GUIDE FOR THE ELEMENTARY SCHOOL

| | |
|---|---|
| 670 S - How Do They Make It - (215-962) | $2.77 |
| 670 S - More How Do They Make It - (251-082) | 3.47 |
| 672 M - Iron & Steel (217-851) | 4.75 |
| 677 A - Fibers (179-341) | 2.97 |
| 677 C - The First Book of Wool (212-332) | 2.81 |
| 677 N - Miracle Fabrics (181-255) | 3.49 |
| 672.023 - Aim for a job in the iron & steel ind. | 3.78 |

## FILMSTRIPS

### SVE - Elementary Catalog

| | |
|---|---|
| 270-9 - Resources and Manufacturing Industries | 6.50 |
| 290-1 - Modern British Isles | 6.50 |

## PAMPHLETS
(Curriculum Center)

Careers in The Craft

Your Career in Textiles

CE003939

ROAD

BUILDING

BY

MARIE DEANS

PAT BURTON

# career awareness unit

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# CAREER AWARENESS PROGRAM

## GRADES K-6

## PITT COUNTY SCHOOLS

BETHEL MIDDLE SCHOOL

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Phone: 825-5741

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BEHAVIORAL OBJECTIVES:

1. At the conclusion of this unit, the students will be able to name and describe at least 10 workers involved in road building.

road clerk - surveyor
road cutter - highway engineer
road grader
road - hogger operator
road inspector
road-maintenance patrolman
road maker
roadman
roadmaster
road-mixer operator
roadmaster clerk
road-oiling-truck driver
road planer operator
road roller operator
mechanics
safety patrol
asphalt dumpman
asphalt heater man
asphalt machine operator
asphalt paving foreman
asphalt paving machine operator
asphalt raker

ACTIVITIES:

A. Construct a picture dictionary of workers with short description and requirements of each.
B. Assign committee to write to the following agencies for information:
    1. Bureau of Public Roads
    2. N.C. State Highway Commission
    3. Travel Agency
    4. U.N. Conference on Road and Motor Transport
    5. Dept. of Public Works
C. Charade game - for each student to act the part of one occupation and let the class guess which occupation.
D. Filmstrip-"Transportation Today" (migrant)

SOURCES & MATERIALS:

Construction paper
Cardboard
School stationary, stamps
Film: "Transportation Today" (migrant)

EVALUATION:

Students will write or give orally the names and descriptions of ten careers related to road building.

BEHAVIORAL OBJECTIVES:

2. The students will demonstrate their knowledge of early road building techniques by constructing road models of the following:
    a. Assyrians
    b. Romans
    c. Incas
    d. Early American
    e. European

ACTIVITIES:

1. Assign committees to research the road building techniques of the Assyrians, Romans, Incas, Americans, and Europeans.
2. Construct booklets of techniques including reports, pictures and specifications.
3. Draw maps of road routes of each civilization according to scale.
4. By using the scale drawing the committees will construct models of their roads.

SOURCES--MATERIALS:

Reference materials, Social Studies text
Construction paper, pictures
Mimeograph paper
Collect road building materials, sand table

EVALUATION:

The students will construct a road model of one of the early techniques of road building.

BEHAVIORAL OBJECTIVES:

3. The students will learn the four kinds of roads (local, secondary, primary and superhighway) and will be able to identify them on roadmap by using the key.

ACTIVITIES:

1. The students will define the four kinds of roads.
2. Assign a student to write to the N.C. State Highway Commission for information of the number of miles of each kind of road in N.C. and the cost of 1 mile of each kind of road.
3. Students will practice using the key on a road map and find the different kinds of roads.
4. Students will plot on road maps the routes of travel and stops made during the summer.
5. Student will plan imaginary trips on different kinds of roads. They will estimate the number of miles they will travel, amount of time needed, road numbers to be used, amount of gas needed and places of interest along the way.

SOURCES & MATERIALS

Resource materials
School stationery, stamp
Collection of road maps
Road maps
Road maps. tourists brochures

EVALUATION;

The student will name the type of road on a map that is specifically numbered by teacher for that purpose.

## BEHAVIORAL OBJECTIVES:

4. The student will demonstrate his knowledge of modern road building by means of planning and preparing a strip of ground and surface it.

## ACTIVITIES:

1. Assign a committee to research the steps involved in road building and reporting to the class.
2. Construct a bulletin board illustrating steps of road building and informative captions including careers associated with each step.
3. Students will apply for jobs using written applications including their qualifications.
4. An employment committee will review applications and hire the most qualified for the different positions.
5. Resource person - highway engineer
6. Fulfill the position requirements and construct a road.

## SOURCES & MATERIALS:

Reference material
Bulletin board materials
Job application blanks
Materials and tools for road construction
Resource person

## EVALUATION

The students will prepare,plan and perform duties necessary to build a modern road.

BEHAVIORAL OBJECTIVES:

5. The students will be able to identify and explain the purpose of machines used in road building.

ACTIVITIES

1. Assign committee to gather information and pictures of road building machinery.
2. Construct bulletin board with findings.
3. Obtain toy models of each machine.

SOURCES & MATERIALS:

Pictures of road building machines

Bulletin board materials

Toy models of road building machines

EVALUATION:

Student will match machine with a brief description of its purpose.

BEHAVIORAL OBJECTIVES

6. The students will be able to compare in a written report the techniques and materials used in road building during historical times and today.

ACTIVITIES:

1. Class discussion about likenesses and differences in techniques and materials during historical times and today. Conclude discussion by making lists of likenesses and differences.

SOURCES & MATERIALS:

Models of Historical and Modern roads.

EVALUATION:

Students will in a written report compare materials and techniques of historical and modern road building.

BEHAVIORAL OBJECTIVES:

7. The students will be able identify and explain road signs.

ACTIVITIES:

1. By using N.C. Drivers Manual, the students will study the different road signs and then will construct road signs for display with explanation of each.
2. Obtain information from U.N. World Road Code on international language signs.
3. Construct bulletin board displaying information received.
4. Construct and play "Traffic Game".

SOURCES & MATERIALS:

N.C. Drivers Manual, tagboard

U. N. "World Road Code of the Road"
Bulletin board materials
Large sheet tagboard

EVALUATION:

The student will match the signs with their explanation.

BEHAVIORAL OBJECTIVES:

8. The students will be able to name the reasons for highway repair and methods of maintenance.

ACTIVITIES:

1. Field trip - observe streets of Bethel and make notes of location, possible cause and proper method of maintenance needed for repair.
2. Resource person - personnel from Bethel Maintenance Dept.
3. Construct bulletin board listing reasons a road needs repair and proper method of repair.

SOURCES & MATERIALS:

Transportation for field trip
Resource person
Bulletin board materials

EVALUATION:

The students will make a list of reasons highway repair is needed and explain the method for repair.

✓

BEHAVIORAL OBJECTIVES:

9. The students will be able to name the sources of finance for the building and maintaining roads.

ACTIVITIES:

1. Assign committee to research sources of finance for the building and maintaining of roads. Report findings to class.
2. Construct a percentage chart designating the percentage of finance from each source.

SOURCES & MATERIALS:

Reference materials

Tagboard

EVALUATION:

The student will write a list of sources for financing road building and maintenance.

BEHAVIORAL OBJECTIVES:

10. Students will demonstrate their math skill by solving problems of tax financing of roads.

ACTIVITIES:

Assign students to devise math problems about road building. Then problems are to be compiled and placed in Math Learning Center.

SOURCES & MATERIALS:

Tagboard

EVALUATION:

Students will solve problem written and placed in Math Learning Center.

BEHAVIORAL OBJECTIVES:

11. The students will be able to spell and define at least 75% of the vocabulary found in this unit.

maintenance
local roads
secondary roads
superhighway
expressway
intersection
cloverleaf
mud-jacked
turnpike
toll collecting
corduroy road
methods
percentage
grader
primary road
freeway
bypass
islands
blacktop
interstate
thruway
bonde
finance

ACTIVITES:

1. Define words in vocabulary

2. Play "Password"

SOURCES & MATERIALS:

Dictionary

EVALUATION:

Students wil write words as called. Their knowledge of definition will be checked with multiple - Choice test.

| | | |
|---|---|---|
| 625.7 B | First Book of Roads | $2.81 |
| 625.7 C | About Roads | 2.75 |
| 625.7 C | How Superhighways Are Made | 3.23 |

Books from Lab Suggested stories to read

1. "Making Men from Boys", The Job Ahead
2. "Wooden Shoes," The Job Ahead

CE003934

# TRANSPORTATION

BY

GLADYS M. AVERY

# career awareness unit

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P. O. Box 518

Bethel, North Carolina 27812

BEHAVIORAL OBJECTIVES:

At the end of the study, the learner will be able to identify, define and spell correctly at least 75% of the vocabulary words introduced in this unit.

ACTIVITIES:

1. Use phonetic and dictionary skills for new words.
2. Arrange designated list in alphabetical order.
3. Show a film #2672 - Transportation Around the World.
4. Play a game, "Word Dominoes".
5. Play a game, "Do you Know Me".
6. Use the "Wheel of Word" game.
7. Work crossword puzzles.

SOURCES AND MATERIALS:

1. Chart for word list
2. Dictionaries
3. Individual notebooks
4. Cards for dominoes games
5. Film #2672 from Migrant Media Resource Center
6. Book - Peck. Teaching Ideas that make learning Fun, Figure 2-1, p. 38, p. 58, and p. 59.
7. Cardboard
8. Paper clips

EVALUATION:

The learner will spell and define a list of words given orally by the teacher.

BEHAVIORAL OBJECTIVES:

The student will be able to name and describe the duties, education and qualification of some of the workers.

ACTIVITIES:

1. Add workers to class vocabulary.
2. Do wide reading and research concerning workers.
3. The students will make pictured charts showing different workers in transportation.
4. The class visit a train station, bus and airport terminal. They will interview as many workers as possible.
5. A film will be shown - Transportation: Our Railroad.
6. Students will role play a worker.

SOURCES AND MATERIALS:

1. Encyclopedia
2. CHILDCRAFT, Vol. 5
3. Book - Posell - The True Book of Transportaiton
4. Study print
5. Record
6. Magazines, scissors, paste
7. Request for transportation
8. Clothes for role playing
9. Film #5015 Migrant Media Resource Center
10. Pictures
11. Resource Person??

BEHAVIORAL OBJECTIVES:

Learners will demonstrate their knowledge of mathematical processes by solving word problems dealing with distances money.

ACTIVITIES:

1. Read large numbers on picture graphs
2. Take a make believe trip using play money to pay fare
3. Take a make believe trip on a map - compute the distance.
4. Tic-tac-toe game
5. Let's go fishing
6. Make payroll for all employees connected with an occupation.

SOURCES AND MATERIALS:

1. Charts
2. Cardboard
3. Magic markers
4. Pictures
5. Play money
6. Ticket agent cap
7. Tape measurer
8. Maps
9. Ruler
10. Compass
11. Book, Peck - Teaching ideas that Make Learning Fun - p. 124 and p. 120
12. Magnet
13. Construction paper
14. String
15. Small boxes
16. Overhead projector

EVALUATION:

Written test to include all activities.

BEHAVIORAL OBJECTIVES:

At the conclusion of this unit, the student will be able to write a paragraph, capitalize and punctuate correctly by writing in correct form a two paragraph report on some phase of transportation occupation.

ACTIVITIES:

1. Each child should read books related to five occupations.
2. Students should write short two or three paragraph reports.
3. Students could write reaction to visit of resource person utilizing the skills of capitalization, punctuation, spelling and penmanship.
4. Review letter writing skills.
5. Pupil will write business letters for free materials.
6. Use opaque projector to point out mistakes.
7. Students may write reaction to films and filmstrips.
8. Read aloud trucks that haul by night and what does an airplane crew do?
9. Filmstrips - The Airport, Who Works at the Airport and Air land and Water Transportation.
10. Listen to Record "Casey Jones".
11. Keep class diary each student participating.
12. The students will play a one minute story game.

SOURCES AND MATERIALS:

1. Books, fiction, biographies and nonfiction.
2. Envelopes
3. Opaque Projector
4. Filmstrip - Who Works at the Airport?
5. Record - Casey Jones
6. Diary
7. Record

EVALUATION:

Correct and return written paragraphs.

BEHAVIORAL OBJECTIVES:

At the end of the unit, the learner will be able to illustrate through drawings, modeling, and paper machè at least two occupations connected with transportation.

ACTIVITIES:

1. The student will draw and color a person dressed as a conductor, mechanic, chef, porter, etc.

2. Model a hat for two occupations or make them out of paper machè.

3. The student may make a vehicle to correspond to the occupation.

4. The student will make a model airport.

5. The students may make a ship with all occupations represented and in position.

6. Read aloud Bonsall - Tell Me Some More.

SOURCES AND MATERIALS:

1. Pictures
2. Tempera Paint
3. Cardboard
4. Drawing Paper
5. Crayons
6. Modeling clay
7. Book
8. Wheat flour
9. Box, sand, cardboard
10. Johnson - paper machè
11. Cork, thread and tooth picks.
12. Radlauer Good Times Drawing lines
13. Slobodkin, The First Book of Drawing
14. Zaidenberg, How to Draw People

EVALUATION:

The student will give oral information concerning the occupation they havè illustrated.

BEHAVIORAL OBJECTIVES:

At the end of the unit, students will be able to identify many of the aids to transportation and the occupation associated with.

ACTIVITIES:

1. The students will use books from library to learn aids to transportation and the occupation connected with these helper.
2. Write a story about at least three occupations.
3. Role play - radio man, weather man, tunnel captain, patrolman, etc.
4. Chart the weather.
5. Visit our local power plant.
6. Visit a harbor.
7. Read - Carlisle - the True Book of Bridges. Show filmstrip, "Lets Talk About Bridges and Boats".
8. Read - Greene, "I Want to be a Ship Captain".
9. Read - Greene,"Railroad Engineers and Airplane pilots."
10. Let a student make an oral report on Carlisle - "About Roads". Greene - "I want to be a Pilot"; Bendiek- "The First book of Airplanes"; Flack - "The Boat on the River". Read aloud Piper - "The little Engine that Could" - play record of same.

SOURCES AND MATERIALS:

1. Books
2. Cardboard
3. Request for field trip
4. Filmstrip

EVALUATION:

The students will name at least ten helpers on paper involved in this area.

BEHAVIORAL OBJECTIVES:

At the conclusion of the unit, the students will learn many industries connected with transportation and some tools used in this area.

ACTIVITIES:

1. Provide chart for students to learn the name of industries and tools. They will use many of these in the construction of different projects.

SOURCES AND MATERIALS:

1. All types of tools that may be useful.
2. Chart
3. Truck cutouts
4. Car cutouts

EVALUATION:

The students will list industries which aid in transportation.

BEHAVIORAL OBJECTIVES:

The student will be able to list safety rules for transportation in the three areas of transportation.

ACTIVITIES:

1. Charts on safety
2. Study prints
3. Let students make book markers with safety rules
4. Form groups to discuss each rule
5. Form a committee to bring in Newspaper articles concerning occupational accidents.
6. Book Report
7. Make safety signs
8. Institute safety patrol system rotate each week of the unit.
9. Resource person patrolman talk on safety on the highway.

SOURCES AND MATERIALS:

1. Charts
2. Study prints
3. Paper
4. Markers
5. Newspapers
6. Cardboard
7. Scissors
8. Patrol Streamer
9. Stationery envelop and stamps

EVALUATION:

The learner will list on paper safety rules involved in this area.

BEHAVIORAL OBJECTIVES:

At the end of the study, the learner will know two songs concerning transportation.

ACTIVITIES:

1. Listen to record Casey Jones, Covered Wagon, I've been working on the Railroad, She'll be coming Round the Mountain, Where go the Boat, the Bus.
2. Play game, "Who is Humming".
3. Play "Tunes by Glasses"

SOURCES AND MATERIALS:

1. Record player
2. Records
3. Paper
4. Glasses
5. Water
6. Book - Peck, Teaching Ideas That Make Learning Fun.

EVALUATION:

Observation and group participation.

BEHAVIORAL OBJECTIVES:

At the end of the unit study, the learner will be able to analyze the role that transportation played in the development of our land.

ACTIVITIES:

1. Filmstrip - SC44 (BPS) Wheels, Gears & Pulleys

2. Film - #46A, Development of Transportation
   #577, The Harbor
   #681, Transportation by Freight Train
   #680, Transportation by Helicopter
   #679, Transportation by Inland Waterway
   #353, Transportation in the Modern World
   #536, The Truck Driver

3. A Panel discussion taped and presented to class, "The importance of the people behind the scene" or "How the worker's in transportation aided the country in its growth".

4. Make transparencies showing how certain occupations were helpful in the development of our country.

5. Resource person

6. Game, baseball

7. Make booklets

8. Make charts

SOURCES AND MATERIALS:

1. Tape recorder

2. Filmstrip - (BPS)

3. Films from Pitt County Film Mobile

4. Masters for making Transparencies

5. Mr. Nelson

6. List of questions on cards

7. Construction paper

8. Typewriting paper

9. Poster paper

EVALUATION:

The learner will be able to give orally an account of how the occupation helped our country to grow.

BEHAVIORAL OBJECTIVES:

The students will be able to describe orally the duties and preparation of at least five workers who aid transportation.

ACTIVITIES:

1. Research
2. Role play
3. Film - Busy Harbors, #30A - p. CF
4. Film - Busy Airport
5. Make a mural

SOURCES AND MATERIALS:

1. Encyclopedia
2. Hats from different occupations
3. Film projector
4. Paper
5. Crayons
5. Bridge

EVALUATION:

The learner will give orally the duties and preparation of at least five workers.

SPECIAL ORGANS
OF THE
HUMAN BODY

BY

JACKIE C. STALEY

GRETCHEN S. WEEKS

# career
# awareness
# unit

# CAREER AWARENESS OVERALL CONCEPTS

Career Awareness will involve all students in an approach to total education. This approach emphasizes the relation of subject matter to the community outside the school. It also introduces the student to the different career clusters available in the World of Work.

The K-6 concept is two-fold. First, it provides grades K-3 with a career awareness approach to learning. The students will be introduced to the concept of an individual's role and worth as a participating member of a working society. Second, grades 4-6 will continue to emphasize career awareness and will help the students begin to understand the requirements which must be met by each individual in performing a selected task in the World of Work.

Career Awareness for all grades is viewed from all areas of the curriculum. Language arts, math, science, social studies and other areas should all be involved as they are needed and used in the many occupations to which the students will be introduced.

Arthur S. Alford

Arthur S. Alford, Superintendent
Pitt County Schools

# CAREER AWARENESS PROGRAM

## GRADES K-6

## PITT COUNTY SCHOOLS

BETHEL MIDDLE SCHOOL

Carl Toot - Project Director

Bernard Haselrig - School Director

Rachel Welborn - Career Development Specialist

Kent Worthington - Career Development Specialist

Phone: 825-5741

P. O. Box 518

Bethel, North Carolina 27812

BEHAVIORAL OBJECTIVES:

At the end of the unit, the student will be able to define the word "organ" and list six of the ten special organs.

1. Heart

2. Lungs

3. Liver

4. Stomach

5. Kidney

6. Brain

7. Intestines

8. Bladder

9. Ear

10. Eye

ACTIVITIES:

1. Use the quiz on the unit title page of the textbook, HEALTH FOR ALL, to arouse curiosity and to provide good motivation for studying this unit. Answers are provided at the end of the unit.

2. Let pupils actually try to draw a picture of a rough outline of the body first and place the organs just for fun where they should be. Keep their illustrations for further use to compare what they have learned at end of the unit.

3. Discuss television programs concerning the organs of the human body and how it looks inside.

4. Read poem in health manual on page 65 to discuss in class orally.

5. Look in a dictionary to find appropriate definition for this unit. Have one pupil to read meaning orally.

6. Assemble books, magazines, and other visible aides.

7. Assemble and display models of human body.

SOURCES AND MATERIALS:

1. Textbook

2. Drawing paper

3. Crayons
4. Dictionary
5. Magazines
6. Model kits of body
7. Glue
8. Books

EVALUATION:

1. Write on paper the definition of the word "organ" and list 6 organs.

## BEHAVIORAL OBJECTIVES:

At the conclusion of this unit, the student will be able to name the functions of at least six organs on paper.

## ACTIVITIES:

1. Show filmstrip: Nervous System, SC72
2. Show films:
   a. 365A - Learning About Our Bodies
   b. 339A - Breathing and Respiration
   c. 219A - Digestion and the Food We Eat
   d. 393A - Our Wonderful Ears and Their Care
   e. 629A - Our Wonderful Body: The Heart and Its Work
   f. 306A - See Better: Healthy Eyes
   g. 537A - You and Your Ears
   h. 335A - You and Your Eyes
3. Begin class and individual vocabulary list.

## SOURCES AND MATERIALS:

1. Filmstrips
2. Charts
3. Films

## EVALUATION:

1. The student will name at least six functions of the organs studied on paper.

BEHAVIORAL OBJECTIVES:

After a study of this unit, the learner will be able to spell and define correctly at least 70% of the vocabulary words introduced in the unit.

ACTIVITIES:

1. Complete individual and class word list.
2. Use phonetic and dictionary skills for new words.
3. Draw, cut out, and color cardboard patterns of organs for a bulletin board.
4. Unscramble words in vocabulary list.

SOURCES AND MATERIALS:

1. Pattern paper
2. Cardboard
3. Magic markers
4. Jig saw
5. Notebook paper and pencils

EVALUATION:

1. The learner will spell and define a list of words given orally by the teacher.

BEHAVIORAL OBJECTIVES:

At the conclusion of the unit, the pupil will be able to name at least ten workers involved in the medical field.

ACTIVITIES:

1. Add workers to vocabulary list.
2. Role play (pantomine using 3 students - a doctor, nurse and patient).
3. Field trip to Bethel Clinic in mini-groups.
4. Initiate a class discussion of the importance of the medical workers.
5. Let a child call the clinic to make arrangements for field trip.

SOURCES AND MATERIALS:

1. Clothes for role playing
2. Doctor and nurses kit
3. Paper and pencils

EVALUATION:

1. Let the students write ten workers in the field of medicine.

BEHAVIORAL OBJECTIVES:

Students will be able to describe orally the duties and preparations of at least five workers in the medical field.

ACTIVITIES:

1. Add workers instruments to vocabulary list.
2. Resource persons:
    a. Mrs. Tetterton
    b. Mrs. Pritchard
    c. Mrs. Kim
    d. Mrs. Cannon
    e. Dr. Jordan
3. Dress dolls to portray the different workers in the medical field.
4. Assign a written report according to interest. Read orally.
5. Illustrate workers for class notebook.
6. Display and manipulate necessary instruments for specific workers.

SOURCES AND MATERIALS:

1. Telephone to make appointments for visits for resource persons
2. Dolls and doll clothes
3. Paper and pencil
4. Drawing paper and crayons
5. Encyclopedias and supplementary books
6. Instruments for medical workers

EVALUATION:

1. The students will relate orally the duties and preparations for workers in the medical field.

BEHAVIORAL OBJECTIVES:

Learners will demonstrate their knowledge of mathematical processes by solving word problems dealing with the medical field with 75% accuracy at the end of the unit.

ACTIVITIES:

1. Work simple word problems using measurements for medicine and cost of medicine.
2. Work simple word problems using fees or prices for services to utilize addition and subtraction skills.
3. Use flannel board kits to do oral exercises.
4. Do exercises with different mileage figures involving trips to and from doctor.
5. Work with decimal places and money values to develop word problems related to cost of education for various workers.

SOURCES AND MATERIALS:

1. Actual hospital bills
2. Actual doctor's bills
3. Measuring equipment for medicine
4. Flannel board and kits
5. Mileage charts
6. Toy money
7. Word problems

EVALUATION:

1. Written tests to include all activities.

BEHAVIORAL OBJECTIVES:

By the end of the unit, the student will be able to demonstrate his skills at paragraphing, capitalizing, and punctuating by writing in correct form a two-paragraph report on the special organs of the human body or medical workers.

ACTIVITIES:

1. The child should read books and other research books on the topic.
2. Include as many new words as possible in written paragraphs.
3. Students could write short two or three paragraph reports or reactions to visits or resource persons, utilizing the skills of capitalization, punctuation, paragraphing, writing complete sentences, spelling, penmanship technique, and continuity of ideas.
4. Use overhead projector to point out mistakes of paragraphs and corrections.
5. Collect pictures from magazines to make creative game.

SOURCES AND MATERIALS:

1. Books on topic
2. Pamphlets, brochures, and other written materials
3. Encyclopedias
4. Vocabulary list
5. Paper and pens
6. Overhead projector, pointer, and pencil
7. Magazines
8. Art materials for game

EVALUATION:

1. Correct and return written reports.

BEHAVIORAL OBJECTIVES:

During the unit, the student will be able to observe, compare, and interpret orally the general functions of the heart and the circulatory system.

ACTIVITIES:

1. Allow the children to re-examine the stethoscope and listen to their heart or another child's.
2. Have children in mini-groups to make a model stethoscope.
3. Draw a large sketch of the heart on the board. Use colored chalk (red and blue) to trace the flow of the blood through the parts of the heart.
4. Use the textbook, chart, and/or model to demonstrate the flow of the blood through the body.
5. Have the children make large sketches of the heart on drawing paper. Instruct them to use red and blue crayons to trace the blood. Post some of the drawings on the bulletin board or poster board.
6. Get a beef heart from the butcher. Have the children examine the beef heart. Cut it into halves. Let children identify the parts of the beef heart.
7. Tell the children to feel their wrists to detect the pulse.
8. Instruct the children to rest their elbows on their desks. With their forefinger find their pulse. Use a watch with a second hand. Count the number of beats per minute. Record and compare results.
9. Discuss briefly heart attacks and their causes.
10. Have the school nurse to demonstrate the use of the sphygmonometer.

SOURCES AND MATERIALS:

1. Stethoscope
2. Two plastic funnels
3. A piece of rubber tubing
4. Red chalk and blue chalk
5. Textbook
6. Charts of heart and circulatory system
7. Drawing paper and crayons
8. Poster board

9. Beef heart
10. Knife
11. Second hand watch
12. Sphygmomanometer

EVALUATION:

1. Observation and participation.

BEHAVIORAL OBJECTIVES:

By the end of the unit, the children will be acquainted with the make-up, care, and protection of the eye.

ACTIVITIES:

1. Refer to a diagram or model of the eye. Suggest to class to look into each others eyes. Have each child locate the cornea, iris, and pupil of another youngster's eye.
2. Introduce the word ophthalmoscope. Explain instrument and how used.
3. Ask a child who has visited an ophthalmologist or optometrist for an examination to relate his personal experiences to the class.
4. Discuss briefly the school eye - chart examination.
5. Have the children examine concave and convex lenses. Discuss how these lenses correct eye problems.
6. Illustrate the care and/or protection of the eye.

SOURCES AND MATERIALS:

1. Eye diagram
2. Eye model
3. Model or read ophthalomoscope
4. Snelling eye chart
5. Concave lenses
6. Convex lenses
7. Drawing paper and crayons

EVALUATION:

1. Observation and participation.

BEHAVIORAL OBJECTIVES:

At the conclusion of the unit, the student will be acquainted with the make-up, care, and protection of the ear.

ACTIVITIES:

1. Do several simple sound experiments. These serve to remind the children that the ear is an organ of hearing.
2. Discuss the two important parts of the ear - outer and ear canal.
3. Use charts and models to emphasize the important parts of the outer, middle, and inner ear.
4. Discuss the function of the Eustochian tube and the semi-circular canals.
5. Discuss briefly the care and protection of the ear.
6. Allow children to relate personal experiences.
7. Examine and use an otoscope.
8. Write riddles to stress care and protection of ears.

SOURCES AND MATERIALS:

1. Tuning fork
2. Watch
3. Charts and model of ear
4. Otoscope
5. Paper and pencils

EVALUATION:

1. Observation and participation.

## VOCABULARY

HEART
LUNGS
LIVER
STOMACH
KIDNEY
BRAIN
INTESTINES
BLADDER
EYES
EARS
SKIN LAYERS
ANATOMY
X-RAY
ORGAN
FUNCTION
RESPIRATION
DIGEST/DIGESTION
ANESTHESIOLOGIST
DERMATOLOGIST
INTERNIST
NEUROLOGIST
OPHTHALMOLOGIST
OTOLARYNGOLOGIST

PATHOLOGIST
PEDIATRICIAN
RADIOLOGIST
UROLOGIST
RESEARCH DOCTORS
NURSES; R.N., L.P.N., AIDES
PHARMACIST
PANTOMINE
ARTERY
AURICLE
CAPILLARY
CENTIGRADE
COCHLEA
CORNEA
EUSTACHION TUBE
FAHRENHEIT
IRIS
OPHTALMOSCOPE
OTOSCOPE
PUPIL
RETINA
SPHYGMOMANOMETER
STETHOSCOPE
VEIN

VENTRICLE
PULSE
BLOOD PRESSURE
PHYSICIAN
SCLERA
OPTIC NERVE
CONCAVE
CONVEX
HAMMER
ONVIL
STIRRUP
SEMI-CIRCULAR CANALS
AUDITORY NERVE
VIBRATION
EXPAND
CONTRACT
EXERTS
CIRCULATION/CIRCULATE
SEPTUM
RUBBER BLADDER
INFECTION
ANTIBIOTICS
MEMBRANE